

1931
P-4

BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE ORIGIN, DEVELOPMENT, AND CONTRIBUTIONS
OF THE WESTMINSTER CURRICULUM OF
RELIGIOUS EDUCATION

Submitted by,

Bessie Louise Rogers

(A.B. University of Southern California, 1926)

In partial fulfilment of requirements for the
degree of Master of Arts

1931

BOSTON UNIVERSITY
COLLEGE OF LIBERAL ARTS
LIBRARY

Ser.

p6965

OUTLINE

Westminster
372.744
BO
A.M. 1931
rog

- I. Introduction, p. 1
 - A. Purpose of the Paper, p. 1
 - B. Scope of the Paper, p. 4
- II. The Presbyterian Board of Publication, p. 7
 - A. Its Origin and Organization, 1833 p. 7
 - B. Early Publications of the Board, p. 15
- III. The Beginning of a Westminster Curriculum, p. 30
of Religious Education, 1871
 - A. Causes for a Curriculum, p. 30
 - 1. Growth of the Sunday school, p. 30
 - 2. New Educational Methods, p. 34
 - 3. Other Outside Influences, p. 35
 - B. The Westminster Series, p. 38
 - 1. The Westminster Question Book, 1871
 - 2. The Westminster Quarterly for Scholars, 1880
 - 3. The Westminster Primary Leaf, 1881
 - 4. The Westminster Lesson Question, 1884
 - 5. The Westminster Junior Quarterly, 1885
 - 6. The Westminster Lesson Card, 1894
 - 7. The Westminster Senior Quarterly, 1894
 - 8. The Westminster Intermediate Quarterly, 1894
 - 9. The Home Department Quarterly, 1899
 - 10. The Westminster Beginners Quarterly, 1903.
- IV. The Development of the Westminster Departmental
Graded Lessons, p. 52
 - A. Dissatisfactions with the Existing Curriculum
Materials, p. 52
 - B. Attempt Made by the Presbyterian Church to use
International Closely Graded Lessons, 1910-1914, p. 54

C. Introduction of Departmental Graded

Lessons, 1914. p. 64

1. General Plan of the Departmental

Graded Lesson p. 65

2. Differences Between the Closely Graded

Lessons and the Departmental Graded

Lessons, p. 67

3. Types of Material Used, p. 69

D. The New Westminster Departmental Graded

Materials, 1929-1930, p. 72

1. Reasons Calling for new material, p. 72

2. General Characteristics of the new

material, p. 74

E. The Westminster Textbooks of Religious

Education, p. 80

1. The Need For These Textbooks, p. 80

2. Strong Points of These Textbooks, p. 82

3. Limitations of These Textbooks, p. 84

V. Contributions of the Westminster Curriculum of

Religious Education, p. 86

A. To the Program of Religious Education in

the Presbyterian Church p. 86

B. To the Whole Program of Religious Education, p. 90

I. INTRODUCTION

A. The Purpose of this Paper

The beginnings of the Westminster Curriculum of Religious Education can be traced back almost one hundred years. This name was not applied to it, and the organization, and purpose were almost completely different than at the present time. We might even say that it can be traced still further if we go back before the time of any definite organization. But that organization which was first established for carrying on this particular work in the Presbyterian Church can be traced to November Second, 1833. Therefore we can rightly say that this curriculum is one hundred years old.

Nothing can live for one hundred years and not go through some very definite changes--if it is to live at all. It is the purpose of this paper to follow the development of this curriculum. The Westminster Curriculum is placed in our textbooks today as one of the important series used in Religious instruction. It is used throughout the United States as the course of study not only in the Presbyterian Churches, but in Churches of many other denominations as well. To reach this place it has gone through many changes.

Handwritten text, likely a letter or document, written in cursive script. The text is mostly illegible due to fading and blurring. It appears to be a formal communication, possibly a letter of introduction or a business document. The text is organized into several paragraphs, with some lines indented. The handwriting is elegant and consistent, typical of the 18th or 19th century. The paper is aged and yellowed, with some visible wear and tear, including small holes or tears near the right edge.

These changes have been in numerous ways. The organization also has changed. The purpose is now altogether different. The method and material have changed as the general thinking in religious education has changed. Therefore it is the purpose of this paper to follow these changes and to find why they were necessary.

In the following the development of this curriculum the purpose may be said to be threefold.

(1) A knowledge of the progress made in the curriculum of religious education during the past one hundred years.

Although this is the specific study of only one of the many courses of study worked out in the field of Religious Education during the past century, it will give a general knowledge of other courses as well. For in the making of this course of study the leaders had to keep in touch with other courses and the best methods and materials in the field of Religious Education. Therefore, in the study of this course it is hoped that much knowledge will be gained as to the general development of courses of study to be used in our Churches.

(2) To discover the particular contributions that this one curriculum has made to the whole curricula of Religious Education.

... 14 ...
... 15 ...
... 16 ...
... 17 ...
... 18 ...
... 19 ...
... 20 ...
... 21 ...
... 22 ...
... 23 ...
... 24 ...
... 25 ...
... 26 ...
... 27 ...
... 28 ...
... 29 ...
... 30 ...
... 31 ...
... 32 ...
... 33 ...
... 34 ...
... 35 ...
... 36 ...
... 37 ...
... 38 ...
... 39 ...
... 40 ...
... 41 ...
... 42 ...
... 43 ...
... 44 ...
... 45 ...
... 46 ...
... 47 ...
... 48 ...
... 49 ...
... 50 ...
... 51 ...
... 52 ...
... 53 ...
... 54 ...
... 55 ...
... 56 ...
... 57 ...
... 58 ...
... 59 ...
... 60 ...
... 61 ...
... 62 ...
... 63 ...
... 64 ...
... 65 ...
... 66 ...
... 67 ...
... 68 ...
... 69 ...
... 70 ...
... 71 ...
... 72 ...
... 73 ...
... 74 ...
... 75 ...
... 76 ...
... 77 ...
... 78 ...
... 79 ...
... 80 ...
... 81 ...
... 82 ...
... 83 ...
... 84 ...
... 85 ...
... 86 ...
... 87 ...
... 88 ...
... 89 ...
... 90 ...
... 91 ...
... 92 ...
... 93 ...
... 94 ...
... 95 ...
... 96 ...
... 97 ...
... 98 ...
... 99 ...
... 100 ...

There must be some differences between this course and other courses or it would not remain as a separate course. It not only has the stamp of a Denomination upon it, but there must be other differences if it is to keep its identity and is to ^{be in} any degree successful and popular. Therefore, we hope to discover these differences and find what contributions, if any, they have made to the curriculum of Religious Education, as a whole, as well as to the program of the Presbyterian Church.

(3) An appreciation and a basis for judgment of the materials with which we are now working.

There is not a Director of Religious Education, or any other person, who has the administration of a Church School in his control who is not faced today with the problem of curriculum. What material shall be put into the hands of his workers? If church school teachers were all trained perhaps this problem would not be so great, but we must face the fact that all of our Church school workers are not trained people. Therefore, the success of their work often depends on the type of material that is put in their hands with which to work. It is essential that any leader in Religious

Education have a thorough knowledge of the whole field of curriculum in his field of work. It is not just enough to know the present materials, but there must be knowledge of what has gone into the making of these materials. It is only when we know this that we have an appreciation of materials with which we work. It is only then that we have a right to judge. Before the making of this study we may have no sympathy with the "Departmental Graded lessons". But after studying the difficulties and experiments of the Presbyterian Board of Publication between 1910 and 1914 we surely have more appreciation and have a right to judge, even though we may not be in sympathy with these lessons.

Therefore, after this study we hope to have a more thorough knowledge of the whole development of Religious Education curriculum, to be familiar with some of the contributions of this particular course, and to have an appreciation and judgment of it.

B. The Scope of This Paper.

It would be impossible to make the inclusive study that might be made of this whole field. It would be impossible to make a thorough study of all the publications and

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607
U.S.A.
TELEPHONE (312) 937-1234
FACSIMILE (312) 937-1234
CABLE ADDRESS: UCHICAGO
INTERNET ADDRESS: WWW.CHEM.UCHICAGO.EDU
E-MAIL ADDRESS: CHEM@UCHICAGO.EDU
WWW.CHEM.UCHICAGO.EDU
CHICAGO, ILLINOIS 60607
U.S.A.

works put out by the Presbyterian Board of Publications. It will be almost impossible to make any definite study of actual materials used. The best we can do is to follow the types of materials used.

Because the length of time covered is so great, we cannot hope to go into every detail of the changes that took place year by year. The important changes that bear upon the present organization and plan only will be discussed.

The reading of general books of Religious Education on the field of the principles of curriculum and a knowledge of the whole field of other curriculum was necessary before the making of this specific study so that the important changes and trends could be found in this one course.

The basic source of the material for this paper will be found in the annual reports of the Presbyterian Board of Publication. These reports have all been read. Going back to the origin of this organization, which was in the "Presbyterian Tract and Sunday School Book Society" established in 1833, the reports have been read, and the purpose and

Large quantities of the same

have been found in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

localities in the same

work of the Board studied. Therefore, even though we may not study the actual materials published, we know what was desired by those who published them. The scope of this paper covers a century-long attempt of the Presbyterian Church to build a curriculum of religious material, which would best meet the current needs of the Church and Sunday School.

II. THE PRESBYTERIAN BOARD OF PUBLICATION

A. Its Origin and Organization 1833.

From the very beginning the Presbyterian Church seems to have manifested an interest in the matter of putting good literature into circulation. We find in the annual reports of the General Assembly of the Presbyterian Church back as far as 1772 that a request was made to the Church for money with which to purchase copies of the Bible, Doddridge's "Rise and Progress of Religion", Dr. Watt's "Divine Signs for Children", and books of like character to be distributed in localities where a church could not be supported. In 1801 the General Assembly ordered "That there be made a purchase of as many cheap and pious books as a due regard to the other objects of the Assembly's funds will admit, with the view of distributing them, not only along the frontiers, but also among the poorer classes of people, and the blacks, or wherever it is thought useful." In 1809 the Assembly recommended that each Synod take measures for establishing Tract Societies. What progress was made toward this end is not certain until

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

11. The eleventh part is a report from the Secretary of the Finance on the state of the Finance.

12. The twelfth part is a report from the Secretary of the Justice on the state of the Justice.

13. The thirteenth part is a report from the Secretary of the State on the state of the State.

14. The fourteenth part is a report from the Secretary of the War on the state of the War.

15. The fifteenth part is a report from the Secretary of the Navy on the state of the Navy.

16. The sixteenth part is a report from the Secretary of the Interior on the state of the Interior.

17. The seventeenth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

18. The eighteenth part is a report from the Secretary of the Commerce on the state of the Commerce.

19. The nineteenth part is a report from the Secretary of the Education on the state of the Education.

20. The twentieth part is a report from the Secretary of the Health on the state of the Health.

21. The twenty-first part is a report from the Secretary of the Labor on the state of the Labor.

22. The twenty-second part is a report from the Secretary of the Finance on the state of the Finance.

23. The twenty-third part is a report from the Secretary of the Justice on the state of the Justice.

24. The twenty-fourth part is a report from the Secretary of the State on the state of the State.

25. The twenty-fifth part is a report from the Secretary of the War on the state of the War.

26. The twenty-sixth part is a report from the Secretary of the Navy on the state of the Navy.

27. The twenty-seventh part is a report from the Secretary of the Interior on the state of the Interior.

28. The twenty-eighth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

29. The twenty-ninth part is a report from the Secretary of the Commerce on the state of the Commerce.

30. The thirtieth part is a report from the Secretary of the Education on the state of the Education.

1833 when the Synod of Philadelphia organized "The Presbyterian Tract Society", and had as its purpose the publishing of tracts and books for the destitute and for the young." (1)

Along with the beginnings of this work of the Presbyterian Church the Sunday School was having its beginning in this country, which was to influence greatly the literature put out by the Church. In the Colonial days, Presbyterian ministers were expected to "catechise" the children of their charge. Often the children meet on Wednesdays, and the minister was helped by some of the elders, or if she was a capable woman, by his wife. The Westminster Shorter Catechism was the only curriculum, outside of the Bible. In the Presbyterian day-schools of that time, the children after mastering the headings of the speller, and the primer, ^{had as} the only other reading book, ~~was~~ the Bible. The younger children generally read the New Testament. But with the coming of the Sunday Schools all this gradually changed.

The Presbyterian Church from the very beginning seems to have been in sympathy with this new movement, and seems to have made a

(1) Sixty-Eighth Annual Report of the Board of Publication and Sabbath School Work to the General Assembly of the Presbyterian Church, 1908.

contribution to bringing it into existence.

In 1814, the Rev. James Patterson took charge of the First Church at Northern Liberties, which is now a part of Philadelphia. He made an experiment in Sabbath School work and it was reported, "The success of the enterprise led to the formation of similar institutions, until at length the churches of the land generally availed themselves of their advantages." (2) In 1820 the Assembly spoke of the Sabbath School work as "one of the happiest inventions of the age and said, that they are everywhere extending their effects both on the teachers and the taught." (3) In 1824, the year that the America Sunday School Union was organized the assembly considered the Sabbath Schools as among the most useful and blessed institutions of the present day. Although it was nearly fifty years later that the Presbyterian Church fully realized the importance of a curriculum for the whole Sunday School, it was in sympathy with the movement. Today nearly all of the publications of the Presby-

(2) Sixty-Eighth Annual Report of the Board of Publication and Sabbath School Work to the General Assembly of the Presbyterian Church, 1908.

(3) Ibid.

terian Church are in the interest of Sunday School work. We find the curriculum developing to meet the needs of the school of the Church.

The first record that we have of any definite organization for the carrying on this type of work was the "Presbyterian Tract and Sunday School Book Society", which was founded by the Synod of Philadelphia, November Second, 1833. It is not known with whom the conception of such an organization originated, but it is believed, that the overture was framed by the Rev. S. G. Winchester. It was the result of a discussion of the subject in the Presbytery of Philadelphia at its meeting in October 1832. Some of the zealous friends of the Church conceived the idea of such a society to puolish and treat the distinctive doctrines and policy of the Presbyterian Church. This was the first purpose of such an organization.

At the Synod of Philadelphia, an overture of like nature was also laid before that body oy the Presbytery of Huntington. The Synod felt this sufficient encouragement to appoint a Board of Managers. This first Executive Committee consisted of outstanding leaders in the Synod at the time--The Rev.

1. The first part of the document
describes the general situation
of the country at the time
of the war.

2. The second part of the document

describes the progress of the war
and the various events which
took place during its course.
It also mentions the names of
the principal generals and
statesmen who were
concerned in the war.
The third part of the document
describes the results of the war
and the changes which
took place in the country
after its termination.
It also mentions the names of
the principal statesmen who
were concerned in the war.

3. The third part of the document

describes the progress of the war
and the various events which
took place during its course.
It also mentions the names of
the principal generals and
statesmen who were
concerned in the war.
The fourth part of the document
describes the results of the war
and the changes which
took place in the country
after its termination.
It also mentions the names of
the principal statesmen who
were concerned in the war.

Drs. Green and McDowell, Rev. Messrs. Engles and Winchester, and Messrs. S. Allen, M. L. Bevan, A. Symington, and Dr. A. W. Mitchell.

The purpose as given by the Synod was "to prepare, publish, and circulate Presbyterian Tracts and Books, inculcating the distinctive doctrines of our standards." (4)

During the next two years very little was accomplished by the society. A circular was sent out to the Churches of the Synod, asking their cooperation in the procuring of original Tracts. It was difficult to get funds when the success of the enterprise was not assured. The enterprise was not given a very cordial response, and it was not until 1835 that the first publication was issued. It consisted of two sermons by Rev. Dr. Miller, on the subject of Baptism. These sermons had just been delivered before the Presbytery of New Brunswick and received great praise. This publication was followed by others and by 1838 the society had published eighteen tracts with over 104,000 copies, and success was somewhat assured. (5)

Until 1835 the Society received and was sustained by the donations of just a few generous people. But in that year it received

(4) Bulletin--Principles and Plans of the Board of Publication of The Presbyterian Church in The United States of America--Philadelphia. (no date) (about 1840. On file Congregational Library, Boston, Mass.)

(5) Ibid

its first contribution made by the First Presbyterian Church of New York of \$406. This contribution was continued each year and others added until the funds of the Society gradually increased from \$217.34 in 1834, to \$725.77 in 1838. In this year the first small book was added to the list of publications, "Dr. Janeway On Romans." The demand for more tracts was constantly increasing and the work looked more hopeful.

It was in 1838, that this Society which had been struggling for five years, but had now gained prosperity, was offered to the General Assembly of the Presbyterian Church. This Assembly gladly accepted the new organization under the name of the "Assembly's Board of Publication of Tracts and Sunday School Books." The Board was to make an annual report of its proceedings to the Assembly. Thus the General Assembly undertook "the work of furnishing the Churches under its care, with suitable Tract and Sabbath School publication," and of "sound and scriptural principles for the promotion of Charity, truth, and holiness." (6)

During the next year many republications of exsisting works were made and one Sabbath

(6) Annual Report of the General Assembly of the Presbyterian Church 1838.

School book had been issued, "The Way of Salvation," by Dr. Alexander. The Board also reported that seventeen other works were in the hands of the publishers. At this assembly in 1839, the Board became broader in its purpose and instead of being restricted to the publication of tracts and Sunday Schoolbooks was required to publish, "also approved works in support of the great principles of the Reformation, -as exhibited in the doctrines and orders of the Presbyterian Church, and whatever else the assembly may direct" --which, "permanent or periodical are adopted to promote sound learning and true religion." (7)

Not only did this assembly widen the field of material, but it also put the Board on sounder financial basis. In 1839 the Presbyterian Church celebrated its semi-centenary of the establishment of the Presbyterian Church in America. In celebration of this event, the Assembly made the appointment " of a day, the second Sabbath of December, to be observed with religious solemnity in celebrating the praises of God, in giving and receiving instruction in the history of the great events and mercies commemorated, by public collections, or other approved methods, the

(7) Annual Report of the General Assembly of the Presbyterian Church, 1839.

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

'offering of gifts' for the glory of God and the good of man." It was further recommended that all such gifts, "when they were not desired for other equally laudable purposes, should be bestowed on this infant Board, as an endowment, with which to lay the foundation for greater usefulness." (8) Thus every member in the Presbyterian Church was asked to have a part in this service to the Church. The actual amount raised in this way is not known. While many large sums were collected, other subscriptions were not paid. The Board however, during the next few years received about \$40,000. which insured capital for its proposed enterprises.

During these years, through careful management, the Board gained great favour with the Churches. In 1847 we find the gross receipts had increased from \$723.77 in 1838, to more than \$30,000. In little over ten years there had been two hundred and seventeen works published, with a total of 515,300 volumes printed. Besides these, fifty-five tracts had gone out with a total of 132,000 copies. The Board had also printed

(8) Annual Report of the General Assembly of the Presbyterian Church, 1839.

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

177,000 catechisms and 37,000 almanacs. (9)

So it seems that by the middle of the century the success of the Board was assured.

B. Early Publications of the Board

and Childhood

1. Publications for the Youth/of the Church.

The first publications of the Board were not textbooks or what we may call a curriculum. They were books to be placed in the libraries of the Church, the Sunday School, and the home. It was an attempt to put good reading at the disposal of the Church people. These works may be said to have been both instructive and evangelical. Perhaps the most interesting from a modern viewpoint is the attitude and type of literature published for the youth of the Church. The very nature of the belief in the Presbyterian Church that upon baptism a child is committed to the care and prayers of the Church_x made this task one of the central objectives of the Board. Because this obligation has grown important and is today without a doubt the chief objective of the Board it is valuable to follow the purpose and thinking of the Board. From one of the

(9) Bulletin--Principles and Plans of the Board of Publication of the Presbyterian Church in The United States of America--Philadelphia. (no date--about 1840.)

Let us now consider the case of a

function of the form

$f(x) = a_0 + a_1x + a_2x^2 + \dots + a_nx^n$

where $a_0, a_1, a_2, \dots, a_n$ are constants.

Then the derivative of $f(x)$ is

$f'(x) = a_1 + 2a_2x + 3a_3x^2 + \dots + na_nx^{n-1}$

which is a polynomial of degree $n-1$.

Thus the derivative of a polynomial of degree n

is a polynomial of degree $n-1$.

Let us now consider the case of a function of the form

$f(x) = a_0e^{kx} + a_1e^{kx} + a_2e^{kx} + \dots + a_n e^{kx}$

where $a_0, a_1, a_2, \dots, a_n$ are constants and k is a constant.

Then the derivative of $f(x)$ is

$f'(x) = ka_0e^{kx} + ka_1e^{kx} + ka_2e^{kx} + \dots + ka_n e^{kx}$

which is a function of the same form as $f(x)$.

Thus the derivative of a function of the form

$f(x) = a_0e^{kx} + a_1e^{kx} + a_2e^{kx} + \dots + a_n e^{kx}$

is a function of the same form as $f(x)$.

Let us now consider the case of a function of the form

$f(x) = a_0\sin kx + a_1\cos kx + a_2\sin kx + \dots + a_n \sin kx$

where $a_0, a_1, a_2, \dots, a_n$ are constants and k is a constant.

Then the derivative of $f(x)$ is

$f'(x) = ka_0\cos kx - ka_1\sin kx + ka_2\cos kx - \dots + ka_n \cos kx$

$$\frac{d}{dx} (a_0 \sin kx + a_1 \cos kx + a_2 \sin kx + \dots + a_n \sin kx) = ka_0 \cos kx - ka_1 \sin kx + ka_2 \cos kx - \dots + ka_n \cos kx$$

early reports we read "one of the most important interests committed to the Church, is the watch and care of children. On parents rests the obligation and responsibility of their religious training, as well as temporal support. But they are, by baptism or birth of Christian parents, in a most important sense, committed to the guardianship and prayers of the Church. She is bound to aid parents in their important duties, by every lawful plan. Whatever efforts are properly made, to destroy the vicious taste of the public for demoralising books, by furnishing those of a pure character, it is lamentably true, that but little effect will be produced on the great bulk of the community, if the children are left unprovided with suitable reading. The taste for bad books, like the taste for bad company, is generally formed in early life. It grows with the growth of the child. If children are left to select their own reading from the vast masses of corrupting literature so widely scattered over the land, we shall vainly attempt to correct the evil results. We must begin with early life, and place before children interesting biographies and histories, books illustrating and explaining the Bible, unfolding the great truths of Christianity, in a pleasing as well as instructive manner, and inculcating the duties of men to God and to one

another. We might present children amusing stories, which would afford a passing gratification, but whose permanent influence in fostering a taste for fictitious reading, often more than counterbalances any good effect, produced by their illustrations of moral truth. Till the fields of fact shall have been fully explored and exhausted, we need not turn aside to those of fiction. In the pursuance of this object, the Board have^s already provided a large number of books suited for Sabbath School libraries and are annually increasing the supply."(10) Thus from the beginning we see that the Board had the welfare of the children as one of its chief objectives, even if its methods and materials may have greatly changed.

In following the annual reports of the Board of Publication, it is most interesting to note their desire and attitude toward their works for the youth of the church. Following their fourth annual report to the General Assembly in 1842, the following resolution was passed by the Assembly, "That it be recommended to the Board to publish a series of works suited to children and youth."

(10) Bulletin--Principles and Plans of the Board of Publication of the Presbyterian Church in The United States of America--Philadelphia (no date--about 1840)

The following year the Board reported that they "are deeply impressed with the importance of the publication of books suitable for the young, and they have used their best efforts to increase the number of this class of publications. That they have not done more in this way must be attributed to the difficulty of procuring books which, in their judgment, would be adapted to the purpose." (11)

In 1845 it was reported that the Board had published twenty-eight books, of which eighteen were Sabbath School books "peculiarly suited in style, size, and price, for the use of Children." (12) Among these books are listed:-

The Huguenot Galley Slave, a Story for the young. By the Rev. U. G. Barth, D.D., translated from the German. With wood cuts. Twenty-five cents.

Kind Words for his Young Friends, by Uncle William, with wood cuts. Thirty-three cents.

The Poor Heathen, or Missionary Sketches for children. Eight wood cuts. Twenty cents.

The General Assembly acknowledged the work of the Board at its meeting in 1840, by the following recommendation. "It affords us

(11) Fifth Annual Report of the Board of Publication of Tracts and Sabbath School Book--1843.

(12) Seventh Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1845.

1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long journey. The sun was shining brightly, and the birds were chirping happily. I took a deep breath and felt a sense of peace wash over me. The world was so beautiful, and I was so lucky to be here. I looked around and saw so many amazing things. The mountains were so tall and majestic, and the water was so clear and blue. I felt like I had entered a new world, one that was full of wonder and beauty. I was so grateful for this experience, and I knew that I would never forget it. I took a few more deep breaths and then walked towards the shore. The sand was so soft and warm, and the waves were so gentle. I felt like I was in a dream, and I was so happy to be here. I looked out at the horizon and saw the sun setting over the water. It was so beautiful, and I knew that this was a moment that I would never forget. I took a few more deep breaths and then walked back towards the plane. I felt like I had been to a special place, and I was so grateful for the experience. I knew that I would never forget this day, and I was so happy to have lived it.

peculiar pleasure to find, among the works published by the Board, so large a number specially adapted to the young, and well fitted for a place in the libraries of Sabbath Schools, and that we recommend to pastors and Church sessions, to take measures for introducing these publications generally into their Sabbath schools." (13) In 1848 the Board published "Hymns for Youth." This book was the first attempt of the Church to give to children hymns suitable to help build their conception of the Church. It was the main purpose of the "Hymns For Youth" to acquaint the child with his relationship to the Church, and the principles of the Church.

In the report of 1849 we find the attitude of the Board and the Assembly toward the type of literature they desire to publish. "Great difficulty has been found in obtaining such works as would interest youth, without entering such regions of fiction to an extent from which the Board feel themselves conscientiously debarred. They do not believe the Church would sustain them in furnishing to her children

(13) Annual Report of the General Assembly of the Presbyterian Church, 1846.

and youth, publications whose probable tendency would be to raise up a race of novel readers, and to impart fictitious and unreal views of the world and of true religion." That same year the Board resolved "That the increasing demand for our publications from Parochial and Sabbath schools, and the deluge of fictitious narratives and sentimental religionism, pouring in upon our children from every quarter, should direct the intense attention of the Board to the preparation of works adapted to the capacities and wants of youth, and others fitted to aid and guide the teachers in the performance of their arduous and important duties."

The following year the Assembly passed the resolution that the Board be recommended to publish "a richly illuminated copy of the **Shorter Catechism**, interspersed with interesting and instructive illustration^s; adapted to the understanding and consciences of children and youth." (14) The **Shorter Catechism** has always found an important place in the curriculum of the Presbyterian Church.

Unable to supply the need felt by the Board for juvenile literature we find that

(14) Annual Report of the General Assembly of the Presbyterian Church, 1850.

in 1851 they made arrangements to receive from Great Britain all of the most valuable publications which were "sufficiently simple and attractive, and at the same time free from the fictitious element to which so much objection has been made." (15) In this year there was also a plea made that "gifted minds in our zion" turn their attention toward writing for the children of the Church.

The type of literature used in their publications for children has always been very carefully guarded by the Board. Fiction has never been favored and has not been permitted to a place in the reading for youth. In the report of 1854 we read "few kinds of books exert a greater influence on the minds and hearts of the young than well-written biography. It should not be the biography of children or young persons exclusively. On the contrary,- as the young expect to grow up to maturity, the most instructive and permanently useful are biographies of adults. To forestall evil with good and train the minds of our children to right thoughts, as well as right modes of thinking, we must set before them copies, in whose

(15) Thirteenth Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church. 1851.

imitation their own characters will grow, in moral beauty." The center of all reading in these early years was the Bible. "Our youth need more Scripture biography and history.

We do not intend to offer the precious drops of the water of life diluted with the muddied streams of human imagination, nor the grains of gold beaten into acres of foil, but seek to present the simple facts of scripture narrative, accompanied by illustrations drawn from its descriptions of manners and scenery, and the results of Oriental research and discovery."

Another type of literature used was the biography and narrative of church missionaries. "By biographies of missionaries, descriptions of heathen life, illustrations of the Calamities of sin, unchecked by God's word and Spirit, has brought upon man, and representations of the blessings which a true faith, planted by missionary labours of real trials and self-denials, our youth may be trained to right views of this, and thus of all Christian enterprise." (16)

(16) Sixteenth Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1854.

The use of pictures in the works of the Board for children have always been outstanding. Today they are one of the most outstanding characteristics of the Westminster Curriculum. Thus the first writers believed "pictures highly desirable modes of imparting useful truth in an agreeable and entertaining manner. Childhood greets the picture with instinctive delight, and turns from the unembellished, however soundly, to lay hold on the book whose lids enclose the beautiful works of the artist." (17) In 1852 "The Pictorial First Book" was published and was said to be the "most elegant Child's book ever issued in this country."

It can easily be seen that during these early years the Church was doing the best it thought and knew to build a religious curriculum for youth. But most of its publications thus far had been in the interest of the Church. The Sunday School had not yet come into its great teaching function. This was first realized by the Board in 1858 when they reported that as rapidly as possible they desired to supply the Sabbath school with instructive material. But for the next few years this material was to consist mostly of the Shorter Westminster Catechisms

(17) Sixteenth Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1854.

and question books. However, in 1867 they made a selection from all their publications which they called a Sabbath School Library. It contained about one hundred and fifty volumes of books dealing with biographical, missionary, and historical topics. These books were carefully selected from all the publications. The principles upon which the books were chosen were "whenever a volume is published in which any use is made of fiction, it is upon the principle that the fiction is simply and very subordinately employed as a vehicle for the conveyance of truth to the mind of the reader. Everything resembling a love story is unhesitatingly rejected. So is every work containing a plot, plan or adventure adapted to excite the imaginations of youthful readers. The great aim of every book published by the Board for children and youth is, to convey to their minds Bible-truth, the great principles of Scripture doctrine, and the rich treasures of Scripture precept, but above all a clear knowledge of the way of salvation through the cross of Christ, and the regenerating and sanctifying power of the Holy Spirit." (18)

(18) Twenty-ninth Annual Report of the Board of Publications to the General Assembly of the Presbyterian Church, 1867.

2. Calvinistic and Other Types of Literature Published by the Board.

Before passing on the changes that took place in the early seventies it would be well to notice some of the other objectives of the Board outside of juvenile literature. In 1852 they stated their objectives as three in number:

The first was to supply religious reading. The Church library was given a very important place. Pastors were urged to try to place books published by the Board in the homes of the members of their congregations, believing that through good reading the purpose of the Church could be served.

The second aim of the Board was to counteract the influence of the licentious literature so prevalent they believed at that time. By the placing of good literature near at hand it was hoped that it would be read and not the undesirable.

The third aim and the one given the highest place was to furnish to the Church a thoroughly sound Calvinistic literature. Although the Board has always given this aim first place, they have always been desirous that it be understood that it is not restricted to that department. When the objectives of the Board were first given we find they gave a very wide

1861

1. The first of the following is a list of the names of the persons who have been admitted to the membership of the Society since the last meeting of the Council.

2. The second is a list of the names of the persons who have been elected to the office of the Secretary of the Society.

3. The third is a list of the names of the persons who have been elected to the office of the Treasurer of the Society.

4. The fourth is a list of the names of the persons who have been elected to the office of the Librarian of the Society.

5. The fifth is a list of the names of the persons who have been elected to the office of the Editor of the Society's Journal.

6. The sixth is a list of the names of the persons who have been elected to the office of the Secretary of the Society's Executive Committee.

7. The seventh is a list of the names of the persons who have been elected to the office of the Treasurer of the Society's Executive Committee.

8. The eighth is a list of the names of the persons who have been elected to the office of the Librarian of the Society's Executive Committee.

9. The ninth is a list of the names of the persons who have been elected to the office of the Editor of the Society's Journal.

10. The tenth is a list of the names of the persons who have been elected to the office of the Secretary of the Society's Executive Committee.

interpretation of their Calvinistic literature.

"It must be ever remembered, that since the Reformation, the mass of Protestant religious literature, has been materially the production of Calvinistic hearts and pens. It is found very difficult to separate the principles of this theoklogy from the works on practical and experimental religion, by the master spirits in the religious world, for the last two centuries. While therefore the bulk of our publications are like the bulk of our pulpit-preaching, expository of the principles of a common Christianity, they are also, more or less, soundly Calvinistic. We aim to imitate the methods of Divine revelation, in presenting religious truth to the eye and to the ear, earnestly seeking to exhibit the doctrines of grace, as the gospel presents them, honouring to God and safe for man. The Calvinism we seek to impress on the age in which we live, is the vital, spirit-stirring, heart-moving Calvinism of the Cross." (19)

As we study the works of the Board we find the loyalty to the Calvinistic faith one of the outstanding characteristics of all their publications, not only for reading purposes, but

(19) Bulletin--Principles and Plan of the Board of Publication of the Presbyterian Church in The United States of America. (no date, about 1840)

The first of these is the fact that the
government has been unable to secure
the necessary funds to carry out its
policy. This is due to the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The second of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.
This is due to the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The third of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The fourth of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.
This is due to the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The fifth of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.
This is due to the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The sixth of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The seventh of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

The eighth of these is the fact that the
government has been unable to secure the
necessary funds to carry out its policy.

also in books, or lessons for Sunday School use.

The Westminster Longer and Shorter Catechisms, which were the work of the Assembly of Divines at Westminster, in 1648, and are the standard of Presbyterian doctrines, were one of the chief republications of the Board. The Shorter Catechisms has always been the most popular, and all Presbyterians were supposed to know it! It would be unfair to say that there was no attempt at grading in the early materials sent out by the Board. One of the most outstanding examples of material prepared for children was the volume called "The Child's Book on the Westminster Shorter Catechism" by James R. Boyd, 1855. The aim of this book was to give to children an easy introduction, and simple explanation of the Shorter Catechism. It was designed for children under twelve years of age. The committing to memory of the Westminster Catechism was the first basic instruction offered in Presbyterian Sunday schools. The Bible and Catechism constituted practically all material used until the Board started its work in 1833. And even after that date the Catechism generally found a place in other works.

The period from 1825 to 1872, which is generally called in the history of curriculum of Religious Education the "Babel" or the

"Question Book" period is also true of the works of this one denomination. Many Question Books for the use in Sunday schools were published during this period. All of them dealt with questions on the Bible, and was a method of Bible study. As late as 1865 the Board published a series of Question Books as Sunday school material. It is not our purpose here to evaluate this type of publications, and we also realize that Sabbath school Books had not as yet taken first place among the works of the Board. But we may give this general characteristic of all Sabbath school curriculum of this period, that it was "material centered" rather than "pupil centered". This is no doubt the chief reason why this type was to give way to another system.

In summarizing this first period of the work of the Board of Publication, we may say that it attempted to give the Church a religious literature. This literature was desired for both young and old. It found a place in the libraries of both Church and home. A few of the publications found use in Sunday School instruction. There was no attempt at a curriculum for the whole Sabbath School. The aim of these works was to place good literature in the hands of

Church people, a literature to help them in Church doctrines and Biblical knowledge.

By 1870 the growth of the Sunday School, new educational methods and other outside influences had their effect on the Board and we come to the second distinctive period of work. Although the Board was to continue very much in its present organic relation to the Church, that relation was to grow and the objectives were to change. But we must not forget the mass of literature published by the Board during these years that enabled it to ~~now~~ carry on a greater task for the Church.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

THE SECOND

PART

OF

THE HISTORY

OF

THE

REIGN

OF

CHARLES

THE

FIRST

BY

JOHN

BURNET

OF

THE

UNIVERSITY

OF

OXFORD

III. The Beginning of a Westminster Curriculum of Religious Education -- 1870.

In the first forty years of the work of the Presbyterian Board of Publication it has been seen that no attempt was made to build a curriculum for religious instruction. But now we find the beginning of such a course of study. We must consider the facts that turned the attention of the Board in this direction.

A. Causes for a curriculum.

(1) Growth of the Sunday School.

It is at this time that we find outstanding leaders in the Sunday school field. B. F. Jacobs, John W. Vincent, and Rev. Edward Eggleston were men who gave strength to the whole movement. A great advance in Sunday school work could not go on without having its influence on each denomination. In its annual report in 1871 the Board called the attention of the General Assembly to this fact. "Within a few years the institution of the Sabbath school has assumed such a form, and grown to such a magnitude, that probably but very few, even of the most thoughtful Christians, duly appreciate its unspeakable importance. Being in the very midst of its developments, we do not see its vast proportions^{so} that they leave upon our minds an adequate impression. If they

" were fairly grasped by our Church at this deeply momentous epoch of her history, there is probably no other subject that would call forth from her more earnest and thoughtful consideration. When it is considered that the religious training of the young lies at the very foundation of the Church, and of all that is hopeful in the future prospects, how can we over-estimate the importance of this subject? The fact, to which we dare not close our eyes, that so much of that training, at the present time, is passing over to the Sabbath school and the Church, imposes such a tremendous weight of responsibility that no amount of thought, or work, or money, is too great to be bestowed on this subject. Then its proportions rise up into additional grandeur when we reflect that the Sabbath school is the best known agency for reaching the millions upon millions of children who have no religious training from parents, or any others, and saving them from godless lives with all their disastrous consequences. Then, too, the Sabbath school is preeminent, as furnishing a plain and profitable field of Christian toil for every warm heart and willing hand.

"After a careful and thorough investigation of the whole subject, we would therefore

"recommend the following for the adoption of the General Assembly.--

First, That the Board of Publication be instructed so to enlarge its arrangements as to make the Sabbath school work a prominent and organic part of its operations.

Second, That the Board, so enlarged in the sphere of its operations, keep before it these three branches of Sabbath school work:

(a) To furnish a complete literature for Sabbath schools consisting of its own and other well-selected books for Libraries, helps of all kinds for the study of the Scriptures and Catechism, periodicals for teachers and scholars, and all other apparatus fitted to give efficiency to the work of teaching.

(b) To establish such agencies as it may deem suitable for elevating the standard of teaching, and more thoroughly developing the great idea of Sabbath schools, that of imparting the knowledge of God to the young, and drawing them to the salvation of Christ.

(c) In appointing Colporteurs as far as possible, to select such persons as may also be suitable for Sabbath school missionaries, and instruct them to establish Sabbath schools in destitute localities, under the supervision of

"Presbyterians.

Third, That the Churches be urged to contribute more largely to the Missionary Fund of this branch of its operations will demand." (1)

The Sabbath School had come to play such an important part in the life of the Church it could no longer be thought of as apart from the Church. The importance of the type of work it was endeavoring to do was forced upon the attention of the Church. At the same meeting of the General Assembly at which the above report was read, that Assembly passed the following resolution. "That the Board of Publication be instructed so to enlarge its arrangements as to make the Sabbath school work a preminent and organic part of its operations, and that it is exceedingly desirable that the entire congregations in our churches, old and young, be permanently connected with the Sabbath school, either as scholars or teachers." (2)

In this same year, to meet the demands caused by the growth of the Sabbath School and in accordance with the desire of the Assembly, the Board of Publication was re-organized. The Board was divided into five branches, and committees appointed to carry on the work of each

(1) Thirty-third Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1871.

(2) Ibid.

AMERICAN MEDICAL ASSOCIATION

Published weekly, except during the summer months, when it is published bi-weekly. The subscription price is \$5.00 per annum in advance. Single copies are sold at 15 cents each.

Entered as second-class matter, June 26, 1901, under post office No. 100, at Chicago, Ill., under special agreement for mailing at special rate of postage provided for in Act of October 3, 1917. Accepted for mailing at special rate of postage provided for in Act of October 3, 1917.

Postmaster: Please send address changes to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

Copyright, 1918, by American Medical Association

Printed at the Chicago Press, Chicago, Ill.

Published by the American Medical Association, 535 N. Dearborn St., Chicago, Ill.

Subscription orders, notices of change of address, and all correspondence should be sent to the Editor.

Advertisements should be sent to the Business Manager.

Entered as second-class matter, June 26, 1901, under post office No. 100, at Chicago, Ill., under special agreement for mailing at special rate of postage provided for in Act of October 3, 1917.

Accepted for mailing at special rate of postage provided for in Act of October 3, 1917.

Postmaster: Please send address changes to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

Copyright, 1918, by American Medical Association

Printed at the Chicago Press, Chicago, Ill.

Published by the American Medical Association, 535 N. Dearborn St., Chicago, Ill.

Subscription orders, notices of change of address, and all correspondence should be sent to the Editor.

Advertisements should be sent to the Business Manager.

Entered as second-class matter, June 26, 1901, under post office No. 100, at Chicago, Ill., under special agreement for mailing at special rate of postage provided for in Act of October 3, 1917.

Accepted for mailing at special rate of postage provided for in Act of October 3, 1917.

Postmaster: Please send address changes to JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn St., Chicago, Ill.

Copyright, 1918, by American Medical Association

Printed at the Chicago Press, Chicago, Ill.

Published by the American Medical Association, 535 N. Dearborn St., Chicago, Ill.

branch. These five branches were as follows.

(a) **The** Publishing Committee, to which was given the examination of all manuscripts for books and tracts.

(b) The Periodical Committee, have the oversight of the periodicals published by the Board for use in the Sabbath school and Church.

(c) The Missionary Committee, which was to have charge of the Colporteur work, gratuitous distribution of Publications and the organization of Sabbath schools.

(d) The Business Committee with oversight aid in charge of the business and property of the Board.

(e) The Auditing Committee, by which bills from all the departments were examined and approved for payment.

Thus with the growth of the Sunday school the Board was re-organizaed to meet the demand that was being made upon it.

2. New Educational Methods

There was coming about in public education a change in methods. This could not help but have its influence on the methods used in the Sabbath Schools. In its annual report in 1870 the Board said it had observed with careful interest the changes that seemed to be taking place in the methods of imparting Sunday school

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) and (2) under the assumption that the functions $f_i(x)$ and $g_j(x)$ are continuous and satisfy certain conditions.

In the second part of the paper, we consider the case when the functions $f_i(x)$ and $g_j(x)$ are piecewise continuous and satisfy certain conditions. We show that in this case the system of equations (1) and (2) has a solution which is piecewise continuous and satisfies the same conditions as the functions $f_i(x)$ and $g_j(x)$.

In the third part of the paper, we consider the case when the functions $f_i(x)$ and $g_j(x)$ are continuous and satisfy certain conditions. We show that in this case the system of equations (1) and (2) has a solution which is continuous and satisfies the same conditions as the functions $f_i(x)$ and $g_j(x)$.

In the fourth part of the paper, we consider the case when the functions $f_i(x)$ and $g_j(x)$ are continuous and satisfy certain conditions. We show that in this case the system of equations (1) and (2) has a solution which is continuous and satisfies the same conditions as the functions $f_i(x)$ and $g_j(x)$.

instruction. It has also received communications from two Synods on the subject of lesson helps or papers to be used in Sabbath schools.

The Sunday school was beginning to realize its task. It was the teaching organization of the Church. It began to realize that its main task was not to have children memorize a large amount of catechism or Bible. So, along with the public schools, the Church started to think from the child's viewpoint. It was just a beginning, and was to take many years before the child was really to be placed at the center. But in the light of these changes which the Board could see taking place and with the desire on the part of the people for such help, they took measure to see if they could not work out an able and thorough series of "Lesson Helps."

3. Outside Influences.

Many things were at work outside of the denomination that had their influence upon the work of this one body.

(a) Influence of Sunday School conventions.

The first one of these conventions was in 1832, or at about the same time that the Presbyterian and other denominations started their publications. The conventions were held at intervals through the next fifty years, and

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1801. It contains a report on the state of the Union and the administration of the government during the first year of the new administration.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1801. It contains a detailed account of the financial state of the government and the measures taken to improve the public credit.

3. The third part of the document is a report from the Secretary of the Navy, dated January 1, 1801. It contains a detailed account of the state of the Navy and the measures taken to strengthen the maritime forces.

4. The fourth part of the document is a report from the Secretary of the War, dated January 1, 1801. It contains a detailed account of the state of the Army and the measures taken to improve the military organization.

5. The fifth part of the document is a report from the Secretary of the Interior, dated January 1, 1801. It contains a detailed account of the state of the public lands and the measures taken to manage them.

6. The sixth part of the document is a report from the Secretary of the State, dated January 1, 1801. It contains a detailed account of the state of the foreign relations and the measures taken to conduct the diplomatic business.

7. The seventh part of the document is a report from the Secretary of the Education, dated January 1, 1801. It contains a detailed account of the state of the public schools and the measures taken to improve the system of education.

8. The eighth part of the document is a report from the Secretary of the Agriculture, dated January 1, 1801. It contains a detailed account of the state of the agriculture and the measures taken to improve the production of food and other agricultural products.

9. The ninth part of the document is a report from the Secretary of the Commerce, dated January 1, 1801. It contains a detailed account of the state of the commerce and the measures taken to promote the trade and industry.

10. The tenth part of the document is a report from the Secretary of the Marine, dated January 1, 1801. It contains a detailed account of the state of the Marine Corps and the measures taken to improve the organization and equipment.

were in 1872 to become the International Sunday School Association. During these years one of the problems before the conventions was that of Sunday School Curriculum. It is most natural that as the subject was discussed in these inter-denominational bodies, that each denomination would be jealous of its own-development. So when the International Sunday School Association appointed the International Lesson Committee in 1872, the Presbyterian Board was ready with a new series of lesson helps, and^{was} desirous of supplying the Sunday schools of its Churches with the best helps possible.

(b) No Uniformity in Sunday School Materials.

During the last fifty years each denomination had been attempting to publish its own literature. During ~~this~~ time the Sunday school had grown to be one of the major enterprises of the Church. Each Church did the best it could with the machinery with which it had to work, but very few, if any, denominations could have much uniformity in the materials used among the Sunday schools of its own denomination. Thus after a period of individual attempts the whole curriculum material was in a chaos. There must be a uniform system worked out, whereby all Sunday schools could work together. The public school again no doubt had its influence here. Many of

the leaders and teachers in the Sunday school, were teachers in the public schools, and they could see the lack of grading and standards that were being introduced in the public schools. After the Civil War, there seemed to be growing up a friendlier feeling between denominations. All of these changes of attitude helped to show the Church that it must prepare a more uniform curriculum for the Sunday school.

(c) The Influence of the Sunday School Institutes and Normal Classes.

In the field of public education there development in the third quarter of the century an institute for the purpose of improving the teachers and their methods. Likewise the Sunday school must have a class for the training of its teachers. The first normal class for Sunday school teachers was organized in Joliet, Illinois, in 1857, by the Rev. John H. Vincent. They continued to grow and develop. Those who attended these classes started thinking and voicing their sentiments on lesson material. Dr. Edwin Wilbur Rice says of the influence of these institutes, or classes, "A uniform topic of study in the same school was warmly advocated in Sunday school teachers' institutes held from 1862 to 1869. The agitation of this idea among

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident. The paper then proceeds to a discussion of the various theories of the origin of life. It is shown that the most plausible theory is that life arose from non-life through a series of chemical reactions. This theory is supported by the discovery of the RNA world and the discovery of the origin of the genetic code. The paper concludes by showing that the origin of life is a problem that is still open to investigation.

"teachers at institutes and conventions created a state of ferment out of which some remarkable changes were expected to emerge. The institute was the chief agency for crystallizing the new uniform idea." (3)

All of these changing views could not help but influence indirectly the work of the Boards of Publication in the various denominations. Therefore we find that as the International Sunday School Lesson Committee started to work out a more uniform system of Sunday school instruction, so did the Presbyterian Board of Publication. Sometimes the two agencies ~~working~~^{ed} together, at other times separately.

B. The Westminster Series.

For the next thirty years we find a slow working out of a graded series of helps to be used in the Sabbath school. After the Board felt the need they started to publish a Series. The work of preparing these helps was given to the Rev. Henry C. McCook, who had had wide experience and whose interest in the work gave him a peculiar fitness to attempt

(3) Rice, Edwin Wilbur. The Sunday School Movement and the American Sunday School Union. p. 297.

18

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

THE

this new work for the Board. The first of the series under the name, "The Westminster Sabbath School Lessons" ~~was~~ published in 1871 and in the annual report of 1872 we find, "The publication of this highly approved series of Scripture studies for the use of our Sabbath schools has been continued. During the past year Series No. 2 and No. 3 have appeared, and Series No. 4 is now in press. The plan of the Board embraces a full curriculum of Bible study, extending through a number of years, and giving lessons on both the Old and New Testament. In this effort to supply the youth of the Presbyterian Church with a systematic course of instruction in God's Word, based upon the text of the word and enforced by sound, vivid and comprehensive explanations and illustrations, the Board earnestly invokes the cooperation of pastors, elders, and Sabbath school workers in Presbyterian Congregations. Great satisfaction with the Lessons has been expressed by those who have used them thus far. As experience suggests improvement, an increase of satisfaction may be looked for in the future. The lessons are without date, their use can be given at any time, but only full series are sold." (4)

- (4) Thirty-Fourth Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1872.

The titles of this series as published in 1871, 1872, and 1873 are as follows:

Series No. 1 and No. 2 ^{were} ~~was~~ on "The Last Year of our Lord's Ministry."

Series No. 3 and No. 4 ^{were} ~~was~~ on "The Last Week of Christ's Ministry."

Series No. 5 was on Genesis, and was prepared by the Rev. M. W. Jacobus, D. D.

These series represent the first attempt of the Board in supplying a systematic course of instruction.

But as a separate course it was to have a very short life. In 1873 the Board was to fall in with the International Series. We read from their report of that year, "after full deliberation it was unanimously decided by the Board that it was both right and wise to fall in with the course of Bible study known as the 'International Series.' This title is given to the series, of texts for Sabbath school study, agreed upon by a Committee taken from different evangelical denominations of the United States and Canada, and in which it is anticipated that many Christians in the British Empire and other lands will also unite during the coming year. This course of Bible study is so fully in accord with the plans and views of the Board of

Publication, that it is entered upon with great satisfaction. While the subjects to be taken up are agreed upon in the union committee, the treatment of those subjects is left entirely to the various publishers of Sabbath school lessons. The Board had entered upon a systematic, consecutive course of Sabbath school studies in its Westminster Lessons, and in adopting the "International Series" was able to follow out its determination to give to the Sabbath schools of the Presbyterian Church a comprehensive plan of Bible study. The Westminster Lessons now in course of publication are upon the topics of the "International Series," and are prepared by ministers honored throughout the denomination. We thus have the pleasure of walking in harmonious unity with brethren of other branches of the Church Catholic, while giving to our beloved youth teachings in accordance with our revered standards. In this series the first half of the year is given to the study of the Old Testament Scriptures and the Second half to that of the New Testament." (5)

The same year the Board in its report on the Sabbath School Department gave as its aim to first promote greater fidelity and efficiency in the Bible training of its young

(5) Thirty-Fifth Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1873.

people, to furnish lesson notes for teachers and scholars of an order which was second to no other, but to have them inexpensive enough to be within the reach of every school. The second aim of the Board at this time seems to have been to bring a closer unity between the schools. The Presbyterian schools in the past had often been forced to seek their helps from other fields, either from private publishing houses, or from other denominational houses. The Board felt it was very important that they be furnishing material to lead the youth of the Church into her own membership, and thus to build up greater unity and denominational cooperation.

We also see another tendency of the Board at this time, in its feeling toward the place of the Bible as Sabbath school material. In 1873 it published a "Series for Memorizing." It consisted of portions of Scripture to be memorized and had as its aim to encourage the practice of committing Bible truth to memory. There was also published "Helps for Primary or Infant-Class Teachers" containing the Ten Commandments in verse and other "gems" of Christian truth.

For those of us who were raised by Presbyterian parents one of our first memories of the Sabbath school is the little paper that was

given to us in the "infant" class. "The Sunbeam" was first printed in January 1875, a paper with pictures, and stories in large type.

The International Series of lessons for a number of years took the name of the "Westminster Question Book." It gave the text of each lesson, the Golden Text, the Shorter Catechism, Home Studies, the lesson plans and questions. These were published each year.

In 1875, The Westminster Lesson Leaf first appeared. It was prepared to be used by the scholars, especially by Intermediates and younger children. One of the outstanding features was the use of the Shorter Catechism in every lesson and as the Board felt "is unquestionably grounding the rising generation in the strong Bible teachings of their fathers." (6)

In 1879 appeared "The Westminster Teacher", which was changed in form, and contents from a former publication called "The Presbyterian at Work." This was designed to specifically help the officers and teachers of the Sunday School and was issued monthly.

The Westminster quarterly began in 1880. The first year the circulation was about 70,000. One appropriate hymn accompanied each

(6) Thirty-Seventh Annual Report of the Board of Publication to the General Assembly of the Presbyterian Church, 1875.

lesson, being adapted to use in the Sunday school. The purpose of the quarterly was "to meet the wants of the medium and more intelligent classes of the school." (7)

The "Forward" which is still the "Sunday Paper" for adults was first published in 1882. In the beginning it was just a monthly publication with illustrations and about sixteen pages in length. It was "to meet the wants of that class of our young people who have outgrown the "Children's papers" and who demand something more mature." (8)

In 1884 another interesting type of lesson material was published under the name "The Westminster Lesson Questions." It was composed of leaves with six questions on each lesson and spaces for answers to be written in by the scholars. It was hoped that this form would help to promote study and would be used by the more earnest of the teachers.

For the next ten years we find very little new material published by the Board to add to its curriculum. Thus far very little had been accomplished in the way of any graded material. A uniform system of Bible study was used, and outside of the very small children the same helps were used.

(7) Fifty-Second Annual Report of the Board of Publication, 1880.

(8) Fifty-Fourth Annual Report of the Board of Publication, 1882.

In 1894 we find a more direct attempt to print helps suited to the age of the student. In July of that year the Westminster Intermediate Quarterly was issued. It was designed for scholars of Intermediate grades. Besides the lesson text, with questions, it contained Hymns, a Map, Order of service, and Word Dictionary. It was composed of forty-two pages. The same year the Board published the Westminster Senior Quarterly, which was practically the same as the above quarterly but intended for the older classes. The word "Junior" also appears on lesson material first in 1894 when the Westminster Junior Lessons were first issued, and the name of the Primary Quarterly which was published first in 1885, was changed to Junior Quarterly. No age is given except that it was adapted to the little people. Also in this year the Westminster Lesson Card was first issued. It contained a lithographic picture illustrating the lesson of the day, with Bible lesson story, and questions, and was intended for use among younger children.

In 1889 we find the beginning of the Home Department Quarterly. This was intended for older people or those unable to attend Sunday school, but who were desirous of studying the lesson from week to week. This was beginning

to be one of the important departments of the Sunday school.

At the beginning of the twentieth Century a new interest was taken in the little children of the Sunday school. Primary Unions had been springing up through the country, and the International Sunday School Association in 1896 made them a part of its organization. Such names as Mrs. S. W. Clark, Miss Josephine L. Baldwin, and Mrs. J. W. Barnes had become well known as Primary leaders. Denominational Boards had to meet the demands that were made in the reorganization that was taking place in many of their Sunday schools. The Presbyterian Board of Publication published what they called the "Westminster System of Graded Supplemental Lessons" which were to be taught in addition to the uniform system in the younger grades. The attitude of this Board is expressed in their report for 1903. "Increased interest has been manifested in religious training of the younger scholars in all of our schools. Since the adoption by the Board of the Graded Supplemental Lessons, new departments have been formed and scholars have been greatly encouraged to study the Supplemental Lessons. In many of our schools Promotion Services have become a very interesting feature of the Anniversary or Children's Day. The Cradle

"Roll is proving effective, and from the Primary Department is being formed the Beginner's and the Junior Departments, where, once it was thought impossible to properly grade the younger children. Primary teachers are testifying to the fact that they are doing better work than formerly, because their scholars are of even grade. Superintendents had met this need by using unoccupied portions of the Church building and where schools were obliged to meet in one room they have learned the value of the "curtained corner," where some measure of privacy has been secured for the Beginners and Primary grades.

"Our Board has met the wants of these new Departments by publishing everything needful to equip them fully for their work. Helpful material for the Cradle Roll, Beginners', Primary, and Junior Departments can be found at all Depositories of the Board." (9)

In September of that year the Board published "The Westminster Beginners' Lessons." They were based on the two years' International Course for the kindergarten age. The lessons were based on the "seasons". Much careful material such as, large picture cards for the teachers, and smaller cards for the pupils, accompanied these lessons.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it contains the President's first message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States.

2. The second part of the document is a letter from the President to the Congress, dated January 10, 1801. It is also a very important document, as it contains the President's second message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States.

3. The third part of the document is a letter from the President to the Congress, dated January 17, 1801. It is also a very important document, as it contains the President's third message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States.

4. The fourth part of the document is a letter from the President to the Congress, dated January 24, 1801. It is also a very important document, as it contains the President's fourth message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States.

5. The fifth part of the document is a letter from the President to the Congress, dated January 31, 1801. It is also a very important document, as it contains the President's fifth message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States.

With this publication we can say that the second period of a type of work of the Board was practically brought to an end. It had been a period of great advancement and was to lead the Board into a new period where still greater advancement was to be made, and one in which more courage and leadership would be called forth. In summarizing, The Westminster Series or Helps published by the Board during this period had been:

The Westminster Question Book--1871

The Westminster Quarterly for Scholars--1880

The Westminster Primary Leaf--1881

The Westminster Lesson Question--1884

The Westminster Primary Quarterly--1885

The Westminster Lesson Card--1894

The Westminster Senior Quarterly--1894

The Westminster Intermediate Quarterly--1894

The Westminster Home Department Quarterly--1899

The Westminster Beginners' Quarterly--1903

The Board had also published a "Westminster System of Graded Supplemental Lessons" which was to be used in addition to the above series. This system covered a period of thirteen years. It was not only "material centered" but seems to have been also "Church centered." A great deal of space was given to historical, doctrinal, and Catechism teaching of the

Presbyterian Church. It was designed for use by those who were not satisfied with the series based on the International Lesson System.

In reference to its graded lessons, the Board reported in 1903; "There are yet many who suppose that this Board rigidly insists upon one course of lessons for all grades in our Sabbath schools. The supposition is without foundation. The Board does, indeed, follow the International Lesson System of Uniform Lessons, but that system itself provides two courses of lessons--One, the regular International Lesson, the other, a course which may be substituted for the International Lessons in the Primary Department. The Board's Lesson system includes:

1. Lessons upon the Scripture selections of the regular International Course.
2. Lessons upon the Beginners' Course for little children and also for all Primary Departments that prefer them to the International Lessons.
3. The Westminster System of Graded Supplemental Lessons, providing passages of Scripture; selections of hymns; geographical, historical, and doctrinal catechisms, and other material to be memorized and mastered."

(10)

In the same year the Board expressed its feeling toward doctrinal instruction: "The instruction of the Church's youth in the fundamental truths of the Bible and of the Reformed Faith is one of the vital interests for which this Board has stood in all its history. Upon this it has insisted in all its publications and in all its organized work. The Board has endeavored to educate parents and Sabbath school workers in teaching the Shorter Catechism to the Children. It requests annually from every Sabbath school, a report concerning the teaching of this form of sound words, nor have its labors been in vain. In 1884, the year of the beginning of the reports, the number of Sabbath schools reported teaching the Shorter Catechism was 2,567; in 1902, the number was 3,758." (11)

In the fourteen years between 1888 and 1902, the Board presented 23,869 Bibles to scholars for reciting the Shorter Catechism.

During this period a curriculum was created, and it was to a very great degree graded. But it was a curriculum in which the material to be offered was given first thought. The Bible not the Child was given first place. The Church not Society as a whole was given

(11) Sixty-Fifth Annual Report of the Board of Publication, 1903.

first consideration. The curriculum provided a means whereby every member of every Presbyterian family could study the Bible. But now the time had come when the attention of religious educators was to turn from material to life itself, and it is during this period that the Presbyterian Board of Publication was to make its greatest contribution to the whole field of Religious Education Curriculum.

1870
The following is a list of the names of the persons who have been elected to the office of Justice of the Peace for the year 1870.

Name	Residence
John A. Smith	St. Louis
James B. Jones	St. Louis
William C. Brown	St. Louis
Charles D. White	St. Louis
Edward F. Green	St. Louis
George H. Black	St. Louis
Franklin I. Gray	St. Louis
Henry J. Hall	St. Louis
Isaac K. King	St. Louis
John L. Lee	St. Louis
Samuel M. Miller	St. Louis
Thomas N. Moore	St. Louis
William O. Parker	St. Louis
James P. Quinn	St. Louis
Robert R. Reed	St. Louis
David S. Russell	St. Louis
John T. Scott	St. Louis
Charles U. Stone	St. Louis
Edward V. Taylor	St. Louis
George W. Walker	St. Louis
Franklin X. Wright	St. Louis
Henry Y. Young	St. Louis

St. Louis, Mo., 1870.

IV. The Development of the Westminster Departmental Graded Lessons.

A. Dissatisfactions with the Present Curriculum materials.

In 1906 the Committee of the Board of Publication voiced its opinion against the present system of lessons put out by the Lesson Committee of the International Sunday School Association. "Your Committee feels that a restriction for which the Board is not responsible, hampers its efforts after the highest degree of efficiency from a pedagogical standpoint, in its Lesson Helps, by reason of the insistence of a large part of the Church upon adherence to the International Series of Lessons. The very form of this series--fragmentary, limited to a few verses, and often interrupted by special lessons--makes systematic Bible instruction in Helps based upon it a practical impossibility. To meet this defect, the Board has, indeed, prepared an excellent series of Supplemental Lessons, which we strongly commend to Sabbath Schools. But we fear that so long as the Sabbath school session is limited to one hour a week, with devotional exercises, any attempt to introduce a double set of lessons cannot hope for the largest measure of success, and must be regarded as an emergency device to meet an evil inherent in the present form of the

"International Lessons. We feel, therefore, that with the rising demand for greater efficiency in Sabbath school organization methods, the time has come for our Church, through its representative, General Assembly, to voice a protest against the continued employment of scrappy, disconnected or widely separate scripture selections as a basis for Sabbath school instruction, and a demand for the adoption of a more scientific scheme of study which shall give our pupils a wider and more intelligent comprehension of the Bible as a whole, combined, perhaps, with the minuter study of its richer and more important sections in their natural place." (12) They voiced the same opinion in the report the next year.

We cannot be sure just what the committee had in mind when it desired "more modern and approved pedagogical methods." But a new scientific spirit and method was making itself felt in the fields of education. Psychology was also changing. More than ever before leaders in these fields began to place the needs of the child primary. Books on child study began to appear. This all helped the Church to see that each age

(12) Sixty-Eighth Annual Report of the Board of Publication, 1906.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607

TO THE EDITOR:
I am writing to you to inform you of the results of my research on the properties of the new material which I have discovered. The material has been found to have a unique set of properties which make it a very promising candidate for use in a variety of applications. I have been able to demonstrate that the material is highly resistant to corrosion and oxidation, and that it is also very strong and durable. These properties make it a very attractive material for use in a wide range of applications, from structural materials to electronic components. I am currently working on further research to determine the exact nature of the material and its potential applications. I am confident that the material will find a wide range of uses in the future.

I am currently working on further research to determine the exact nature of the material and its potential applications. I am confident that the material will find a wide range of uses in the future. I am currently working on further research to determine the exact nature of the material and its potential applications. I am confident that the material will find a wide range of uses in the future. I am currently working on further research to determine the exact nature of the material and its potential applications. I am confident that the material will find a wide range of uses in the future.

Sincerely,
[Signature]
[Name]
[Address]

group of its Sabbath schools should have that religious teaching which would best meet its needs. Also the dissatisfaction of the way the Bible was used had its influence. The Church believed strongly in the chronological study of the Bible. The present lessons did not seem to offer this to the greatest degree. All parts of the Bible that were used were given the same emphasis. "The Beatitudes, often called the Constitution of the Christian Religion, received equal emphasis with the Fiery Furnace." (13) On the other hand they felt that much of the important Bible material was omitted altogether. Sixty-four Presbyteries overtured the General Assembly of the Presbyterian Church in 1908 asking that some action be taken in reference to a graded course of Bible lessons. The dissatisfaction became so great that we find a new type of lesson introduced.

B. Attempt Made by the Presbyterian Church
to use International Closely Grade Lessons,
1909-1914

The dissatisfaction with the uniform lessons became so general, not only in the Presbyterian Church, but throughout the whole Sunday school world, that through the effects of

(13) Lankard, Frank Glenn "A History of the American Sunday School Curriculum". p267.

Mrs. J. W. Barnes, the elementary superintendent of the International Association, a Graded Lesson Conference was held in 1906. A group of Sunday school workers meet in Newark, New Jersey. This conference discussed the Primary and Junior Department Material, and out of the conference came a new course for these two departments and a revision of the Beginner's course which was already in use. This work was submitted to the International Lesson Committee, and in 1908 lead to the recommendation of a thoroughly graded series of lessons.

The Lesson Committee of the Presbyterian Board of Publication adopted these lessons for the Elementary Departments. They were first published in October 1909. In the annual report of that year they give a description of the new material. "These lessons will not displace the regular uniform lessons, but are offered to all schools which desire to use them. For the Beginners, there is a course of two years; for the Primary Department, above the Beginners, a course of three years and for the Junior Grade a course of four years. These new courses will be furnished in quarterly form. It is believed that many schools will accept the opportunity of at once introducing these new lessons prepared specially for the younger children, and that ultimately they will come into universal use." (14)

(14) Seventy-First Annual Report of the Board of Publication, 1909.

The Primary Lessons were prepared by Marion Thomas. The Junior Lessons were prepared by Josephine L. Baldwin.

The Board of Publication printed the closely Graded material for use in Presbyterian Sunday School as rapidly as it was worked out by the International Lesson Committee. In October of 1910, Graded Lessons for the Intermediate Department were issued. The Senior lessons were first introduced in October 1912. In 1911 the Board seemed to be very well satisfied with these lessons. "The Graded Lessons have grown out of a demand for Bible teaching in our Sabbath schools which is based upon a thorough understanding of the principles of teaching and the person to be taught. The change is not one of teaching but of method. It is not sufficient that the Bible should be taught, it must be taught in the best way. We believe that your Board is using the utmost diligence to provide the Church with a series of graded Bible lessons which shall adequately meet its needs. It is a task requiring time and patience, but we believe that, in the end, the Church will be more than satisfied with the accomplished result. There is, also, recognized the need for expressing the truths of the Bible in the thought forms

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident. The author argues that the scientific aspect of the problem is more important than the philosophical one, and that the philosophical aspect should be left to philosophers. The author then discusses the various theories of the origin of life, and shows that none of them is satisfactory. He then proposes a new theory, which he calls the "theory of the origin of life as a process". This theory is based on the idea that life is a process, and that it is a process that is going on all the time. The author then discusses the implications of his theory, and shows that it is a theory that is both scientifically and philosophically sound. The author concludes the paper by saying that the problem of the origin of life is a problem that is still open, and that it is a problem that is worth studying.

"of the people taught, and of fitting these truths into their daily experience. With this in view, lessons are furnished which have a direct bearing upon the life of the people." (15)

It is impossible to know exactly to what extent the Graded Lessons were being used, but it was estimated in 1910 that about one-third of the elementary grades had adopted them. They seemed to be received with enthusiasm by those who used them. These schools reported several advantages. There was an increased interest on the part of pupils, and enlarged attendance, a larger use of the Bible and more home study.

One of the greatest difficulties confronted in preparing and planning for the publication of these Graded Lessons was the cost. The cost of preparing these lessons would have made them too expensive for the average school to use. This led to an arrangement by the publication departments of several of the larger Churches, including the Methodist Episcopal Church, North and South, the Congregational Church, and the Presbyterian Church, U.S.A., for uniting in their publications. This cooperation made it possible to bring the cost within reach of most schools. The Editors of the several denominations

(15) Seventy-Third Annual Report of the Board of Publication, 1911.

engaged the lesson writers. These received definite instruction. Their work was then submitted to the joint body, and was received by each editor, whose corrections were incorporated in the final copy. Thus the effort was made to secure the best material at a medium cost.

The General Assembly in 1910 adopted the following report: "That the Assembly again commend the Graded Lessons thus far published by our Board of Publication and Sabbath school work, and advise pastors, sessions and Sunday schools to use them so far as practicable." In 1911 the Assembly passed a similiar resolution of commendation.

But in 1912 many Presbyteries brought overtures to the General Assembly voicing their opinion of the Graded lessons. These were turned over to the Lesson Committee, and the public was given an invitation to attend and express any feeling toward this subject. The discussion lasted for four hours. Each speaker was given ten minutes. After which the Committee reported, "after listening to these men, the entire Committee felt that the new method of instruction, through the use of Graded Helps had, in its three experimental years, completely vindicated itself to the Church, and that the

"discontinuance of the Graded System of instruction would be a calamity and a departure from the historic position of our beloved Church in always endorsing the best pedagogical methods known to the educational leaders of the world.

.....Your Committee believes that no unnecessary obstacles should be placed in the way of the work of the Board. It recognizes the difficult task before the Board in seeking to carry out the wishes of the General Assembly in supplying a perfectly satisfactory system of study.

"The careful and conservative men who compose the Board are a guarantee to the Committee that all its members are anxious to guard the doctrinal standards of our beloved Church.

"However, in view of the fact that overtures have been presented by Presbyteries which hold that the Graded Lesson Helps are not in conformity with our doctrinal standards. And the fact that a few members of our Committee do not agree with the fact that it is impossible to go into the subject in a way that would satisfy all concerned, even if all the sessions of the Assembly were devoted to this one purpose, therefore, your Committee, in order to secure complete unanimity, offers the following resolution:

"Whereas, The Graded Lessons now in use in the Sunday schools are unsatisfactory to a

"portion of the Church; and

"Whereas, Our Board of Publication and Sabbath School Work is one of a syndicate publishing said Graded Lessons; therefore be it Resolved, First, That the Assembly, through its Moderator, appoint an ad interim Committee, to which shall be referred in connection with the Board of Publication and Sabbath School Work in the whole matter of the Graded Lessons.

"Resolved, Second, That the Assembly directs the Board of Publication and Sabbath School Work, and the ad interim Committee to be appointed, to withdraw from circulation such Graded Lessons as the Committee finds objectionable.

"Resolved, Third, That said ad interim Committee report to the General Assembly, which will meet in Atlanta, Georgia, in 1913, all matters concerning said issue." (16)

During the next year the General Assembly's Committee cooperated with the Board in the solution of the matter of the Graded Lessons. At a meeting on November 14, 1912, the Board was instructed "to cease the publication and sale of its graded series of Sunday School Lessons above the Junior grade, on September 30, 1913 or at an earlier date, if practicable." (17)

(16) Seventy-Fourth Annual Report of the Board of Publication, 1912.

(17) Seventy-Fifth Annual Report of the Board of Publication, 1913.

The Board ceased the publication of the intermediate and senior lessons but were granted the privilege of selling the copies on hand to ensure against needless financial loss. There was also a sub-committee of five, appointed to plan a revision of the Beginners, Primary, and Junior series of the Graded Lessons.

This sub-committee met with the Board's special committee, April 1, 1913, and after an extended conference adopted the following resolution:

"Resolved 1: That we recommend the revision of the Beginners, Primary, and Junior lesson helps, so as to express, with greater clearness, the fundamental Scripture doctrines which are in common most surely believed by the cooperating bodies of the syndicate and other evangelical bodies, namely,

- (a) The Scriptures as an Authoritative revelation from God.
- (b) The sinfulness of human nature and need of regeneration.
- (c) The atonement offered by Jesus Christ.

"Resolved 2: That we recommend that, as a rule, in the revision of the Beginners, Primary, and Junior series of graded lessons, the Bible text be made the basis of instruction, and that there be a substantial reduction in the number

"of extra-Biblical lessons.

"Resolved, 3: That in the revision, especially of the Junior course, greater emphasis be laid upon the spiritual side of our work, and that in the forewards to the teachers' textbooks there be incorporated some suggestions on the best methods of leading scholars to Christ." (18)

The same year the Board acted upon the request that a conference be held with the Sabbath School Boards which were using the Presbyterian Lesson system. The Conference was for the purpose of securing cooperation for the further publication of lesson material. At the conference were representatives of the Assembly's Lesson Committee, of the Publication and Sunday School Board of the Reformed Church in the U.S.A., of the Board of Publication of the Reformed Church in America, and the Board of Publication and Sabbath School Work of the Presbyterian Church, U.S.A. It was unanimously agreed that the Boards and publishing agencies should each appoint a committee of from two to five representatives to constitute a joint committee which should consider, and, if possible plan courses of study for Sunday school instruction. This Committee was then to report back to the various Boards as early as possible.

In the report of the Board for 1914 they reported that a syndication between these
(18) Seventy-Fifth Annual Report of the Board of Publication, 1913.

Boards had been successful. Also that the distinctive Characteristics of the new series of Graded lessons had been determined; and that the lesson writers selected.

Thus we see that from 1909 when the Board first published the Closely Graded series for the elementary departments it had had a struggle. At first many Sunday schools welcomed this new plan, but the voice against them was too strong. The Church was not yet ready for this plan. Outside of the problem of cost and difficulties in using Closely graded material in small Sunday schools, the chief objection seemed to be concerning the treatment of Bible material. The Church as a whole seemed dissatisfied. And after an attempt of four years, the Board made plans for a new lesson system.

However, we find that there was one more attempt at a closely graded system for the Intermediate and Senior Departments. On October 1, 1913, there was offered to the Sunday schools the beginning of a closely graded system prepared by Presbyterians, under the direction of the Board of Publication. At this time there was just the second and fourth years of the Intermediate Course and the second year

of the Senior Course published. This course was completed in 1916. It was the chief aim of these to help the Sunday school teacher win the pupil for Christ, and to train him for Christian service. The aim of the Intermediate course was given as "to lead to the personal acceptance of Jesus Christ as saviour and Lord, and to the practical recognition of the duty and responsibility of personal Christian living, and to organize the conflicting impulses of life so as to develop habits of Christian Service." (19) These lessons seemed to meet the need in some Sunday schools in these two departments until a more satisfactory system should be worked out.

C. Introduction of Departmental Graded Lessons--1914.

In November 1913, representatives of the Presbyterian and Reformed Churches met in the Witherspoon Building, Philadelphia, and discussed a modification of the lesson outlines of the International Graded lessons. The Departmental graded system of lessons was proposed. It was received with enthusiasm. And when the plan became known to other Churches it seemed

(19) Prepared by the Rev. Park Harp Miller.
Published by the Board of Publication.

to meet with so much favor that the Board was asked to hold off its publications until the Annual Meeting of the Sunday school Council of Evangelical Denominations, with the hope that they would be able to unite in the preparation of the series.

This Council then had a Conference with the Executive Committee of the International Sunday School Association to ask them to also cooperate. This meeting was held in the Witherspoon Building, April 21, 1914. However, no favorable action was taken by the other organizations. So the Presbyterian Board determined to proceed at once to the preparation of the new lessons, in order that they might be ready to offer to Sunday schools for use in January 1915.

1. General Plan of the Departmental Graded Lessons.

In the report for 1915 the Board tells the plan of the new lessons. "The largest new work undertaken during the year was the Departmental Graded Lesson Series. Realizing that many small schools find it impossible to handle the Closely Graded Series and that many larger schools were eager for some simplification of the seventeen year course, a departmental plan

"was proposed. In a general way the plan for the new lessons was outlined at a conference of the executive officers of the Board. Experts in Beginners, Primary, and Junior work were then called in. After detailed study of the Closely Graded Lesson outline, suggestions were made for modifications in these which would make possible the preparation of departmental lessons, for each department in the elementary division of the Sunday school. The plan called for the use of one lesson for all classes in the Beginners' Department, one lesson for all classes in the Primary Department; likewise in the Junior Department. Making three lessons for three departments, instead of the eight lessons as called for in the Closely Graded plan. Practically the same course is to be covered by the Departmental plan as by the Closely Graded plan, and in the same length of time.

"The Departmental writers are instructed to prepare each lesson of each year with a view to the needs of the middle year of department age. Thus the Primary lessons are to be prepared with the child of seven in mind, while the Junior writer is to keep before her the child of ten." (20)

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.
I have been thinking of you very much lately
and wondering how you are getting on.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.
I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.
I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.
I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.
I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been very busy lately but I
will try to write to you more often.

The Departmental Graded Lessons were first issued for use January 3, 1915. These lessons soon grew in popularity. By the first quarter of 1916, the Departmental lessons were used by 90,262 pupils and 14,159 teachers.

In 1914 the Board decided to issue Departmental lessons for the Intermediate Department as well as for the Elementary Grades. And during the next year they also published them for the Senior and Young People's Department. These courses then became the Westminster Departmental Graded Lessons and have up to the present time been the curriculum of most Presbyterian Schools, and are used in Church schools of many other denominations.

2. Differences Between the Closely Graded Lessons and the Departmental Graded Lessons.

In the annual report of the Board in 1917 they gave a summary of what they hoped to accomplish through the Departmental Graded lessons. They gave two great differences between this system and The Closely Graded lessons.

(1) In the Closely Graded System a separate lesson is provided for the boys and girls of each year in each department. The Departmental System provides one lesson for all the pupils in a department, and gives all the

lessons in the course in successive years. This is wise because of putting the emphasis primarily upon the group and upon the individual variations in the group, and secondarily upon the age limits within the group.

(2) The new lessons are prepared for use in the Beginners Department for two years and in other departments of three years each, as follows:

Primary Department, 6,7, and 8 years

Junior Department, 9,10, and 11 years

Intermediate Department, 12,13, and 14 years.

This simpler arrangement was authorized by the Sunday School Council of Evangelical Denomination in 1917 because of the insistant demand of educators for a more rational grouping of boys and girls. The change was not radical, it provided only for the teaching of boys and girls of twelve years with the Intermediates, and the beginning of the Senior Department with those who were fifteen years of age.

In further description of the Departmental Graded Lessons the Board calls attention to the fact that they are based on Bible truths. But ~~that~~ the Bible material is selected to meet the needs of the child. Illustrative material from outside the Bible was to be used to

1870
The first of the year was a very
successful one for the
company and the
profits were very large.

The second of the year was also
very successful and the
profits were very large.

The third of the year was also
very successful and the
profits were very large.

The fourth of the year was also
very successful and the
profits were very large.

The fifth of the year was also
very successful and the
profits were very large.

The sixth of the year was also
very successful and the
profits were very large.

The seventh of the year was also
very successful and the
profits were very large.

emphasize the Bible truth. Also that in these lessons supplementary work, such as memory work, catechetical instruction, and missionary study was an integral part of the lesson unit.

Another very efficient quality of this system was that it was capable of adaptation to a larger number of schools. The problem of a substitute teacher becomes easier. The lack of separate rooms for each class was reduced. The system could be used in both a small school and in one that was large, and highly organized.

The course is issued in quarterly forms for both the teacher and the pupil. Each lesson is dated. Therefore, they are used only once. Each quarter there is fresh material on new lessons.

3. Types of Material Used.

(1) The Westminster Departmental Lessons were biblical. Practically every lesson was based upon biblical passages and stories. One of the aims of the Junior Department was to awaken in the pupil a love for the Bible. One of the aims of the Senior Course was to awaken in the pupils an appreciation of the Bible as a revelation of God's Character and as the inspired guide in all matters of faith and practice. The fourth quarter that the Intermediate Course was issued the whole time was given to lessons on "The Bible." Two lessons were given to "The Old

Testament and its Books," and one to each of the following, "The New Testament and its Books", "How the New Testament was Written", "The Bible the Word of God", "The Story of the English Bible", "The Bible In America", "The Bible in Africa", "The Bible in Japan", "The Bible in China", "The Bible in South America", "The Bible For the Whole World". (21) These Intermediate Lessons were prepared by Park Hays Miller. Each lesson was accompanied by a biography. The following quarter had as its theme "Biographical Studies in the Old Testament."

(2) The Westminster Departmental Lesson may also be said to have been doctrinal. In the Intermediate Series there was one quarter (January, February, March, 1919) given to "Things We Most Surely Believe". Each lesson contained part of the Catechism to be memorized by the pupil. The lesson topics were "The Bible, The Revelation of God", "Sin and Salvation", "The Person and Work of Jesus Christ", "Repentance, Faith, and Confession", "The Church and The Kingdom", "Hindrances and Helps in the Christian Life", "Helps For the Christian Life: The Bible and the Sacraments", "Helps For the Christian Life: Prayer and Fellowship", "The Presbyterian Church", "Our Duty to God", "Our Duty to Men", "The

(21) Intermediate Pupil's Quarterly-Westminster Departmental Graded Series-July, August, September, 1918. Vol. 1 No. 4.

Christian Life". (22)

(3.) These lessons aimed to be pupil centered, but the amount and use made of Biblical material made them material centered. To have the child know the Bible seemed to be the first essential. The interest of the pupil in the lesson depended almost entirely upon the motivation of the teacher. This generally consisted in the reading aloud of the information in the quarterly during the Sunday school class period. The questions given with each lesson called for answers of information contained in the lessons. There was no reference made to present conduct and present problems that might be facing the various age groups.

In the Beginners and Primary Series great use was made of pictures in trying to make the material child-centered. Most of them were Bible pictures and though they added greatly to the interest of the child, many of them were beyond the mind of the child.

But even with these limitations the Westminster Departmental Lessons were a very great advancement over the Westminster Series of the last decade. They were the needed step between the old and the new. For in 1929 and

(22) Intermediate Pupil's Quarterly-Westminster Departmental Graded Series-January, February, March, 1919. Vol. II. No. 2.

1930 the Board of Publication, now a part of the Board of Christian Education, of the Presbyterian Church was to publish what is known as "The New Westminster Departmental Graded Materials".

D. The New Westminster Departmental Graded Materials, 1929-1930.

a. Reasons calling for new materials.

There are three general reasons why new materials were produced at this time. These are not only true of the Westminster Departmental Graded Materials, but we also find that new materials were being produced by the International Lessons Committee for the Closely Graded Lessons, and Church School leaders everywhere began to realize that new materials were needed.

First, A more clear understanding of children and youth, resulting from the recent progress that had been made for a better selection of materials to meet their interests and needs. This had been the chief reason calling for graded material, and now with the new knowledge of the child it was the chief reason for rewriting the old lessons.

Second, The development that had been made in general educational theory and practice led to the discovery of more effective methods which should be embodied in the materials of Christian education. Our modern educators,

such as Dr. John Dewey, Dr. Edward Thorndike, and others tell us that children learn by doing, or by experience, and not by learning facts and then doing. Therefore, new lessons become necessary which would provide experience or life situations through which the pupils could learn the best way of living.

Third, The whole program of Religious Education in the Church had so rapidly expanded that there was a demand for materials much broader in scope than just the former lessons for the Sunday school class. Demands of the various organizations within the church upon the same child were many and often overlapping. The same Intermediate boy or girl would belong to a Sunday school class, be a member of the Christian Endeavor Society, attend a Week Day Church School, and a Club meeting. There was no correlation between organization or materials used. There was often overlapping in materials, and time. A new program must be created that would correlate and bring these separate programs into one. The new materials must offer a complete curriculum of Christian Education in the Church.

Thus, the new materials were provided to meet these needs. To many of the more conservative Church school workers they seemed

hard to understand and the method very difficult. To the most progressive Church school worker they were greatly welcomed and new life and zeal has been put into the teaching method.

b. General Characteristics of the new material.

(1) Meet the needs of the Pupils.

The first aim of the new material is to meet the needs of the pupils in their everyday life. As each age group has new experiences, they are helped to meet them. By living through the experiences, opportunities are given to develop desired habits of character. The experiences of each age group are carefully studied, and form the basis for the selection of materials.

The primary child is helped to meet the new experiences of school life. Unit V in the present quarter's work (January, February, March--1931) is "Living Together in Home and School." With these lessons there is a note "concerning the child" for the teacher. This gives the teacher some of the general characteristics of the children and how they are to be handed in the lessons.

(2) That which will interest the child.

Not only is it the desire to give the pupil what most meets his needs, but there is

the desire to interest the child. If it does come within his experience he is very apt to enjoy it. The lessons are often taught to children before they are published as experimentation of their interest to the group. Interest is one of the fundamental factors in a teaching process.

(3) A New Approach to the Bible.

Although suitable Biblical material accompanies each lesson, the approach to the Bible material has been changed. The problem is first seen and then ~~going~~ to the Bible to discover what it has to say on the problem. Often the lesson will be centered on a life-problem, but before the lesson is over the pupil will be led to the Bible to discover some passage or verse that will help in the solution of the problem. Such an approach to the Bible helps the pupil to feel that it can help him in learning the Christian way no matter what age he may be.

(4) The Pupil is given Opportunity for Activity and Initiative.

Because it is generally believed that children learn by doing, the new materials offer a great deal of opportunity for activities. Many of these activities are to be worked out by the pupils themselves. A suggested activity accompanies nearly every lesson in all the age groups. Sometimes this is a game, writing a

story, a poem, or a prayer, or some service activity. Some of these activities cover one lesson, others are carried on over a number of weeks. One of the suggested activities in the Senior Society Program for the first quarter of this year, under the unit "Living As Christians at Home", is "An Evening At Home". The purpose is to have these young people plan, either individually or as a group, how a family or families may spend a happy evening at home. Under this activity the following suggestions are made for the pupil's planning: the evening meal, the evening program, some home games, home dramatics, home worship, and the home beautiful. The activities as nearly as possible are built around the interests of the age group.

(5) The Fundamental facts of Christianity
are covered.

In the older age groups knowledge is given about Christianity which is essential if students are to know the full meaning of Christian living. In the Intermediate and Senior materials, the life of Christ, the story of the Church, and its leaders, and the stories of Hebrew Patriarchs and Prophets are presented in as interesting a way as possible. The meaning of the Church and its work are given in the light of the experiences of these

groups. The Seniors study other religions in relation to Christianity and the Bible as Literature. The teachings and interruptions of the Bible and the Church seem to be on a much broader scale than ever before.

(6) A Complete Program for Religious Education.

The new materials offer the Church school the opportunity of providing a correlated curriculum for the whole program of the Church. The variety of materials offered is wide, and for all age groups provides for three periods a week if the organization is such to provide the time.

The following outline will give some idea of the content, extent, and correlation of the materials for the Senior and Intermediate Departments.

New Group Graded Materials

1929-1930

Department	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Intermediate Sunday school	Jesus Who Lived Among Men		What Makes a Pioneer	Character that counts
Week Day	Learning to Live			Summer
Society	Choosing Rightly	Following Jesus	Laying Foundation	Building Character
Club	Activities related to the study and discussion of the group in Sunday School, Week Day School, and Society.			

Department	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Senior Sunday school	The Great Adventure (The Life and Work of Jesus)			Solving the Problem of Christian Living
Week Day	The World to Which Jesus Came		Social Principles of Jesus	Summer
Society	Ways of Serving	Choice of a Life Work	Problems in working for a Christian Social Order	Applying Christianity to life.
Club	Activities related to the study and discussion of the group in Sunday School Week Day School, and Society.			

The whole program for the Intermediate Department is called the "Pioneer in the Christian Quest". And the Senior program is "Taxis In the Christian Quest". This is in line with the program planned and used by the International Council of Religious Education.

These materials represent the last step for the Presbyterian Church in the curriculum of Religious Education. They are an attempt to give the best that can be given in the light of present knowledge. In theory they stand for the best educational methods and thinking of our day. In practice we find they often fall short of the best. However, we are too near to make much judgment of this material. But to a very great extent it is still material centered. This will be necessary as long as we have untrained teachers teaching in the Church school. They must

have materials put in their hands that they can follow Sunday by Sunday. The average Sunday school teacher of today does not know what is meant by an "experience-centered" program. The Bible, although a new approach is made, is still the great source for material. The General Assembly of the Church in 1929 voiced the request that as much emphasis as possible be given to the Bible in the preparing of lesson programs. Too radical a change cannot be made at once. In theory, if not always in practice, this material strives to provide the best. This is shown in the general objective of the new materials. "The desired outcome of Christian education in the individual is a developing of Christian character. In the development of Christian Character is involved a growing realization of God as Father; the personal acceptance of Jesus Christ as Saviour and Lord, and of his way of life as revealed in the Scriptures; the development of love, faith, responsibility and strength as Christian controls of conduct in all life situations; fellowship with those striving for the Christian ideal and under normal circumstances, membership in a Christian Church; wholehearted participation in, and constructive

"contribution to the progressive realization of a Christian social order." (23)

E. The Westminster Textbooks of Religious Education.

1. The Need For These Textbooks.

The need of some kind of correlation between the Sunday and week day educational program of the Church was felt by the Presbyterian Churches about 1920. Therefore between 1921 to 1925 we find the Board, with John T. Farris, D.D., editor, publishing what is known as the "Westminster Textbooks of Religious Education" for Church schools having Sunday, Week Day, and Expressional Sessions. These textbooks were published for the Primary, Junior, and Intermediate Departments. Following are the titles and authors of these textbooks.

For the Primary Department:

First Year--"God the Loving Father"

M. Florence Brown

Second Year--"Pleasing God By Right Doing"

M. Florence Brown

Third Year--"Seeking to Know and Do God's Will"

M. Florence Brown.

(Handwork Envelopes and story Leaflets for pupils are provided for each year.)

For the Junior Department:

(23) Bulletin: The Purpose, The Plan, The Content of The New Westminster Departmental Graded Material--published by the Publication Dept. Presbyterian Board of Christian Education, 1929.

First Year--"Jesus the Light of
the World"

Second Year--"Stories of the Beginnings
of the World."

Third Year--"The Rise and Fall of the
Hebrew Nation."

by Ethel Wendell Trout.

For the Intermediate Department:

First Year--Part I "God Revealing His
Truth Through Patriarch and
Prophet."

Part II. "God Revealing His
Truth Through His Son."

Second Year--Part I. "New Testament Followers
of Jesus."

Part II. "Paul, the Traveler
and Missionary."

Third Year--Part I. "Christian Ideals for
Young Disciples."

Part II. "Kingdom Tasks for Young
Disciples."

by Walter A. Squires.

These textbooks are bound in cloth contain-
ing the whole year's work. They are also bound in
paper containing each unit of the year's work.

This series aimed to provide better material
for those Churches which were seeking higher
educational standards in their course of study. The

plan seeks to correlate the whole educational program. The lessons are divided into a Sunday, or devotional session, a Week Day session, and an expressional session. The information gained in the one period, is put into expressional or conduct activities in the following session.

The correlation can very readily be seen in comparing the teacher's aim for each session. In "The Rise and Fall of the Hebrew Nation" for Chapter I, the teacher's aim in the Week Day session is: "To give to the pupils information about the beginning of the United Hebrew Kingdom"; the aim for the Sunday session is: "To point out to the pupils the truth that to choose God as the King of their lives is the greatest choice that they can make"; for the expressional session the aim is: "To show the children the value of modesty, and of being unassuming." (24)

Each textbook contains just forty-two lessons to correspond in time to the public school year. If the school runs through the summer it is suggested that the work be reviewed or planed not to complete the work until the end of the summer.

2. Outstanding Strong Points of the Westminster Textbooks.

We find in these textbooks an attempt to accomplish some of the very things that called

(24) "The Rise and Fall of The Hebrew Nation" by Ethel Wendell Trout. The Westminster Textbooks of Religious Education. Junior Department, Third Year.

forth the revision of Sunday school helps in 1929 and 1930.

Frank Lankard in his "History of The American Sunday School Curriculum" lists five strong points found in these textbooks. (25)

(a) There is an attempt to correlate the Week-Day and Sunday school work.

(b) The series makes another attempt at unifying the local program by undertaking to relate the expressional session (formerly the Junior and Intermediate Christian Endeavor Societies) to the Church school. These textbooks regard the religious education of the child as a unity, and for this reason they desire a unified organization as well as a unified curriculum.

(c) In the Intermediate Department the pupils are asked to give consideration to such problems as child labor, and the race problem. This is valuable in that it gives the pupils an opportunity to interpret such problems of the community in the light of Christian principles suggested in the lesson material.

(d) Very good missionary stories are included in the course, such as the story of John G. Paton and "Doctor Luke of Labrador."

(e) The review questions and study topics for

(25) Lankard, Frank Glenn, "A History of The American Sunday School Curriculum." p.314, 315, 316.

the expressional session are of a very high order.

3. Limitations of these Textbooks.

Mr. Lankard also summarizes the limitations of this series for use. (26)

(a) There is the danger that too strong a line be drawn between the informational, devotional, and expressional phases of the child's experience.

(b) Too large a proportion of the material is biblical. One has the feeling in reading over the material that the Bible is used as an end in itself rather than only one of the means to be employed in developing the Christian life of childhood and youth.

(c) The treatment of the biblical material might be questioned. Confusion may come to the minds of the learners when they are further advanced, and a more scientific method is introduced to them.

(d) The textbooks fail to make use of the outstanding events in the school year--the opening of school, Thanksgiving, the Christmas season, etc. A commitment to a chronological study of a given section of the Bible does not lend itself readily to a consideration of special interests.

(e) It is possible that the entire series may be criticized for offering too much informational material in the week-day and Sunday sessions, with a

(26) Lankard, Frank Glenn. "A History of the American Sunday School Curriculum. p. 316, 317.

minimum of emphasis upon meeting the actual needs and life situations of the pupils.

These textbooks have been tried throughout the country in Week-Day Schools of Religious Education. They are not as popular as some of the other series, mainly, because they are too biblical, and do not provide enough expressional or activity material.

But in many ways these textbooks marked an advancement in the religious education curriculum of the Presbyterian Church. They attempt to unify the Church's whole program for youth, and are the beginning of the more life centered material that was to follow in the New Departmental Graded Lessons.

V. Contributions of the Westminster Curriculum
of Religious Education.

A. To the program of Religious Education in the Presbyterian Church.

As we look back over the works of the Presbyterian Board of Publication, or as this Board is now called "The Publication Department of the Board of Christian Education of the Presbyterian Church in the U.S.A.", we see great changes. From one publication we have seen it grow to thousands. From one book until now it issues the whole curriculum for the whole program of Religious Education in the Church.

There are at least five distinct contributions that these publications have made to the Presbyterian Church.

(1) Supplied the Church and Home with Christian literature.

The first purpose of the publications was to supply a literature suitable for the Church and Home library. This was the chief contribution during the first fifty years. Through the system of Colporteurs the works of the Board were distributed through Presbyterian Communities. All members of Presbyterian Churches were urged to buy the publications of their Church. It was the hope of the Church that by supplying good literature

they would counteract much of the bad literature that found its way into the hands of youth. This literature was not for entertainment, but most of it made an emotional appeal to the reader to accept Jesus and His teachings.

After the growth of the Sunday school ~~and~~ the Board started the publication of Sunday school helps,² these took so much time that the Board gradually gave up the publication of general literature. Other Publication Houses made keen competition, therefore the Board today publishes only these books which deal with the Religious Education program of the Church. But when the need was there the Board did their best to meet the need.

(2) Kept the Doctrines and Beliefs of the Presbyterian Church before the youth and members of the Church.

We find that the Church has always been jealous to train the youth of the Church into Church membership. It has been eager that part of ^{the} heritage of ^{the} past be given to youth through the doctrines, catechism,^{and} beliefs, of the Church. When the Presbyterian Church discovered that there was a danger that the works of other denominations be used in its Sunday schools, it at once made provision to supply the Sunday schools of its own

Churches. The catechism and other standards of this Church have always found an important place in the lesson helps published by the Board. The Board has guarded very carefully the teaching that should be given along this line. For many years the Board offered a prize of a Bible to every youth in the Church who memorized the Westminster Shorter Catechism. Although in the last publications this is not so true, still we must not forget the influence through the past that this doctrinal material has had. Calvinism was perpetuated through the publications of the Church.

In spite of how our sympathies may react to this at the present time, we must not fail to realize that this was thought to be one of the greatest ^{but} contributions that could be made to the Church a half century ago.

(3) Provided Helps For Bible Study.

Before the Sunday school had become the great teaching agency of the Church, the Presbyterian Church was making an attempt of providing its members with helps for studying the Bible. The Bible has always had first place in the teaching of this Church, and every means has been used to make it available and understandable. The first small book published "Dr Janeway On Romans" shows how the Board has always tried to

provide helps for Bible study.

One of the most outstanding criticisms of the Westminster Departmental Graded Lessons, and the Westminster Textbooks of Religious Education is that they are too Biblical. This surely shows that the publications of the Church have done all they can to further Bible knowledge!

(4) Has Provided Sunday School Lesson Material.

From 1870 the Board has made a definite attempt to supply lesson material to be used in the Sunday school. They have tried to meet the need with the growth of the Sunday school, and the change in educational methods. We find the trend in the publications of this Church the same as in all the other Churches, and the International Lesson Committee. First, the Westminster Series seemed to meet the need. But this series had no sooner been completed, when the request was made for something different. When the majority of the Presbyterian Church schools were not satisfied with the Closely Graded Lesson, the Church published the Departmental Graded Lesson which seemed to meet the approval of the Presbyterian Sunday school. Practically all Presbyterian Sunday schools use the publications of their Church.

(5) Provides a Curriculum For the Whole

Religious Education Program of the Church.

The time came when other organizations outside the Sunday school were having a definite place in the work of the Church. Boys and girls clubs, Christian Endeavor societies, missionary groups, and other activities, were all striving for a place in the time and program of the Church. Each had its separate organization and program of Religious Education. The leaders realized that the greatest amount of efficient work could not be done unless there was some correlation between these programs. So the Publication Department of the Presbyterian Church prepared a new Curriculum,--This new Curriculum provides material for all the activities of the Church. It is an attempt to unify the whole program of the Church. This new material was welcomed by the Churches, but has not yet met the test of time. The Presbyterian Church was one of the first to pioneer in this new type of program.

B. To The Whole Program of Religious Education.

(1) The System of Departmental Graded Lesson.

After the Presbyterian Church had made an attempt to use the Closely Graded Lessons, chosen by the International Lesson Committee, they introduced this new system. Before publishing the material

they met with the International Lesson Committee, but when that Committee failed to take favorable action, they went ahead with their own publications. However, in 1915 at the International Sunday School Lesson Committee meeting, a Sub-Committee was appointed to investigate the Departmental Graded Lessons. The following year this Sub-Committee reported: "We recommend that this committee be continued or another appointed, with instructions to follow carefully the observable results of present experiments with a view to presenting a report out of wide and intelligent study not earlier than 1920, on the whole question of the advisability and method of preparation of departmentally graded courses." (1) In 1921 the International Sunday School Lesson Committee voted to start the publication of International Group Lessons for the Primary and Junior groups, for the year beginning with January, 1924. Group Lessons followed for the older departments. These Group Graded Lessons were very similiar to the Westminster Departmental Lessons.

(2) Westminster Materials Used in Other Denominations.

The publications of the Presbyterian Church are not only used in that Denomination. The

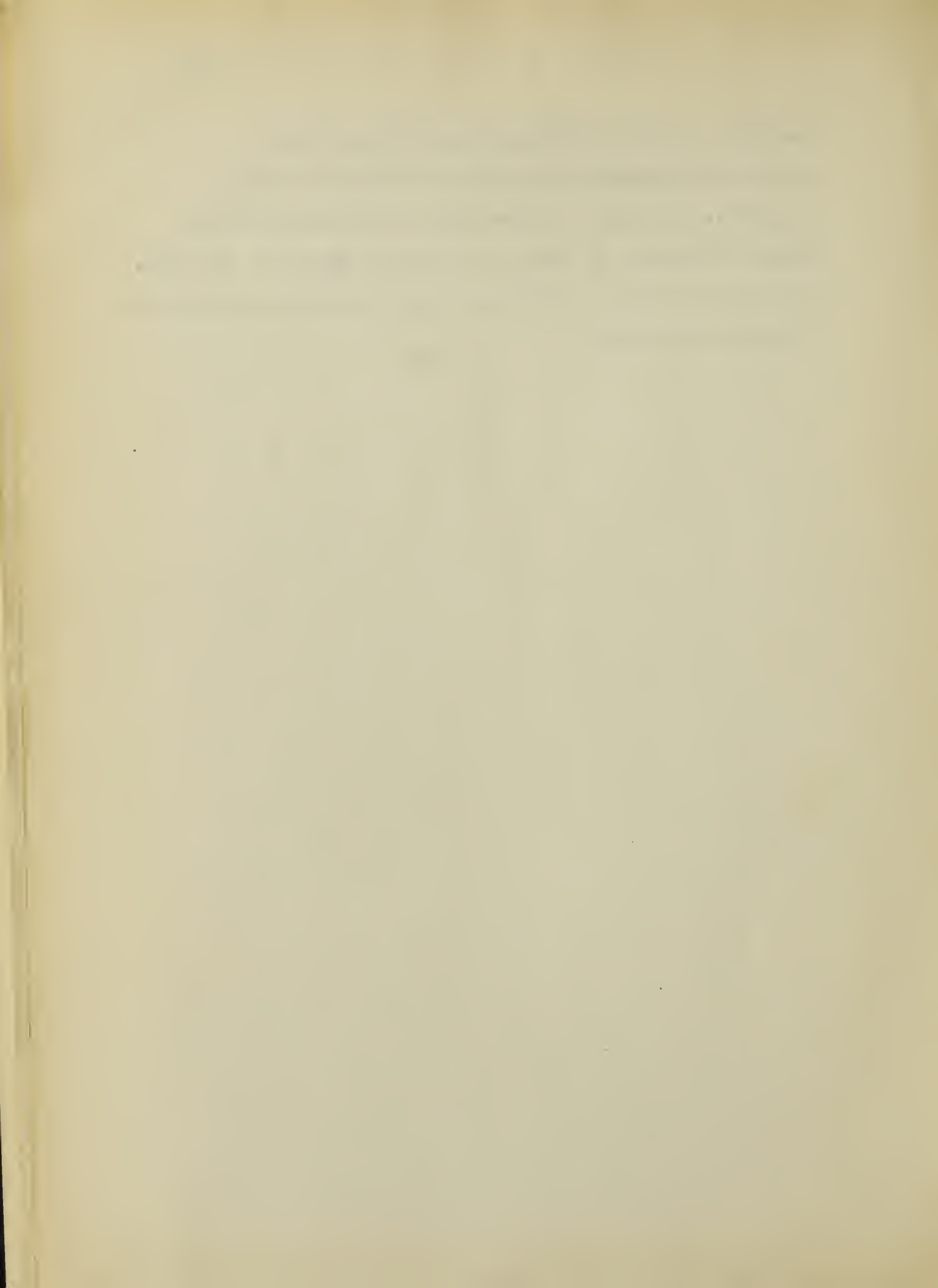
(1) Report of the International Sunday School Lesson Committee, 1914-1917. Chicago.

Westminster Textbooks of Religious Education have been used in Community Schools of Week Day Religious Education, all over the country. Although the per-centage of their use is not as high as some of the other Week Day Courses, they have made their contribution. This is especially so in Communities desiring more biblical material than some of the other courses offered.

The new Departmental Graded Lessons are used in the Sunday schools of Churches of other Denominations. To show the causes of popularity and extent that these lessons are used, the Superintendent of a Japanese Christian Sunday School in Honolulu, Hawaii, was asked why they used the Westminster Departmental Lessons in his Sunday school. With enthusiasm he replied, "They are better fitted to the organization of our Church school, they make more for unity of spirit, simplify the problem of teachers, and seem to interest and meet the needs of the students."

Thus through the efforts of this one Church, the whole field of Religious Education has gained. Even in other denominations, the whole curriculum would be a failure if it had not contributed to the life of the individuals who studied it. These individuals have taken their place in society,--either as worthy or unworthy

members, Today the emphasis is not upon denominationalism, but the making of Christian World Citizens. In this, the New Westminster Departmental Graded material, as well as the publications of the past, is having a part. And this -- its greatest contribution, cannot be measured.



BIBLIOGRAPHY

I. Original Sources

- Annual Reports of the Presbyterian Board of Publications and Sabbath School Work from 1841 to 1930. (Found in the Minutes of the General Assembly of the Presbyterian Church in the U.S.A. , 1841 to 1930)
- Boyd, James R., The Child's Book on The Westminster Catechism. Presbyterian Board of Publications, Philadelphia, 1922.
- Brown, M. Florence, God the Loving Father. The Westminster Textbooks of Religious Education. The Westminster Press, Philadelphia, 1923.
- Heldeburn, Mary J., Lessons for the Little Ones. The Presbyterian Board of Publication, Philadelphia, 1862.
- Janeway, J. J., An Exposition of A Portion of the Book of Romans. Presbyterian Board of Publications, 1843.
- Principles and Plans of the Board of Publication of the Presbyterian Church in the United States of America. Presbyterian Board of Publication, Philadelphia. No date. Pamphlet on file Congregational Library, Boston, Mass. (about 1840)
- Purpose, Plan, Content, The. The New Westminster Department Graded Materials, Publication Department, Presbyterian Board of Christian Education, Philadelphia, 1929. (Pamphlet)

The first of these is the

the second is the

the third is the

the fourth is the

the fifth is the

the sixth is the

the seventh is the

the eighth is the

the ninth is the

the tenth is the

the eleventh is the

the twelfth is the

the thirteenth is the

the fourteenth is the

the fifteenth is the

the sixteenth is the

the seventeenth is the

the eighteenth is the

the nineteenth is the

the twentieth is the

the twenty-first is the

the twenty-second is the

the twenty-third is the

the twenty-fourth is the

the twenty-fifth is the

the twenty-sixth is the

the twenty-seventh is the

the twenty-eighth is the

Squires, Walter A., God Revealing His Truth Through Patriarch and Prophet.

God Revealing His Truth Through His Son. The Westminster Textbooks of Religious Education, The Westminster Press, Philadelphia, 1921-1922.

Squires, Walter A., New Testament Followers of Jesus.

Paul The Traveler and Missionary. The Westminster Textbooks of Religious Education, The Westminster Press, 1923.

Trout, Ethel Wendell, Jesus the Light of the World.

The Westminster Textbooks of Religious Education, The Westminster Press, Philadelphia, 1924.

(Junior Year One)

Stories of the Beginnings. The Westminster Textbooks of Religious Education, The Westminster Press, Philadelphia, 1926. (Junior Year Two)

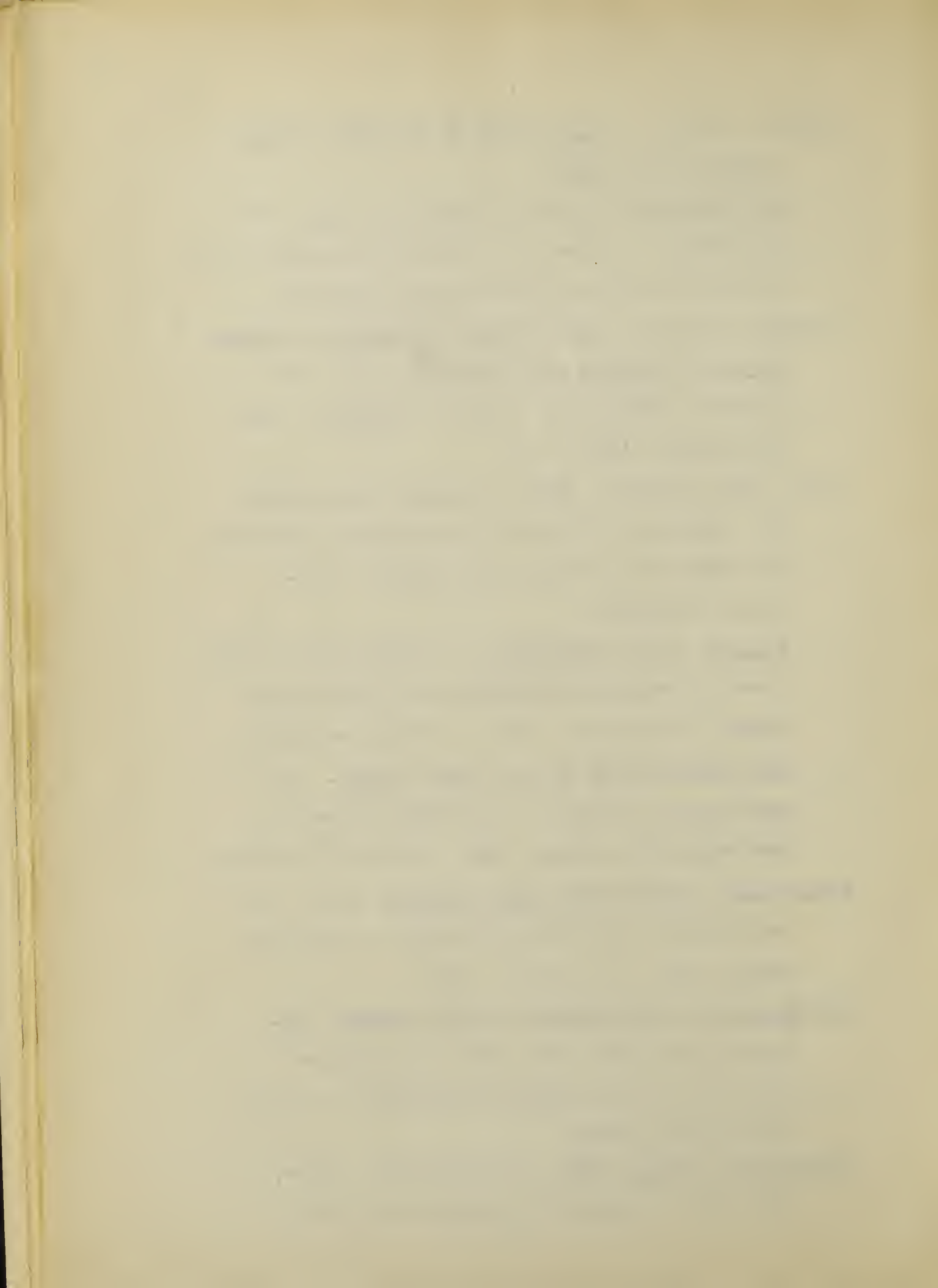
The Rise and Fall of the Hebrew Nation. The Westminster Textbooks of Religious Education, The Westminster Press, 1924. (Junior Year Three)

Westminster Departmental Graded Lessons, The. The Presbyterian Board of Publication and Sabbath School Work, Philadelphia, 1918.

New Westminster Departmental Graded Lessons, The.

Publication Department, Board of Christian Education of the Presbyterian Church in U.S.A. Philadelphia, 1930.

Westminster Question Book. International Series, 1893-1894. A Manual for teachers and older



scholars. Presbyterian Board of Publication, 1893.

II. Secondary Sources

Betts, George Herbert, The Curriculum of Religious Education, Northwestern University, 1920

Bobbitt, Franklin, The Curriculum. Houghton Mifflin Company, Boston, 1918.

Bobbitt, Franklin, How To Make a Curriculum. Houghton Mifflin Company, Boston, 1924.

Bower, William Clayton, The Curriculum of Religious Education. Charles Scribner's Sons, New York, 1925.

Brown, Arlo A. A History of Religious Education in Recent Times. Abington Press, New York, 1923.

Briggs, Thomas Henry, Curriculum Problems. The MacMillan Company, New York, 1926.

Coe, George A., What Is Christian Education. Charles Scribner's Sons, New York, 1929.

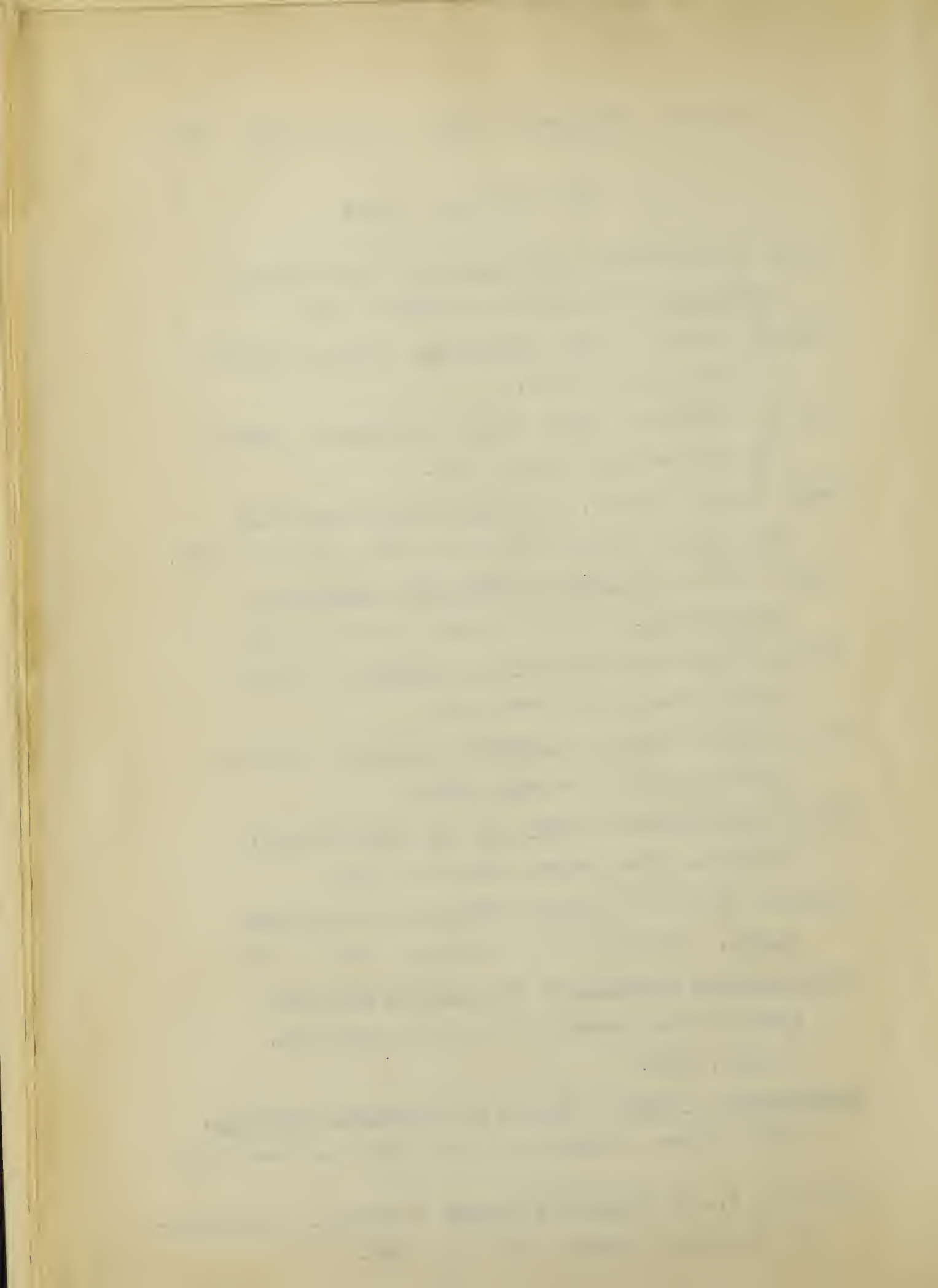
Cope, Henry Frederick, School In the Modern Church. George H. Doran Company, New York, 1919.

Cubberly, Ellwood P., Public Education in the United States. Houghton Mifflin Company, Boston, 1919.

Development of a Curriculum of Religious Education. International Council of Religious Education, Chicago, 1928.

Encyclopaedia of Sunday Schools and Religious Education. Three volumes, Thomas Nelson and Sons, New York, 1915

Harper, W. A., An Integrated Program of Religious Education. The MacMillan Company, New York, 1926.



Hopkins, Levi Thomas. Curriculum Principles and Practices. B. H. Sanborn and Company, New York, 1929.

Lankard, Frank Glenn, A History of The American Sunday School Curriculum. Abington Press, New York, 1927.

McMurray, C. A., How To Organize The Curriculum. The MacMillan Company, New York, 1929.

Rice, Edwin Wilbur, The Sunday School Movement and the American Sunday School Union. The American Sunday School Press, Philadelphia, 1917.

Sampey, John Richard, The International Lesson System, The History of the Origin and Development. Fleming H. Revell Company, New York, 1911.

Smith, Robert Sececa, The Use of The Old Testament in Current Curricula. The Century Company, New York, 1929.

BOSTON UNIVERSITY



1 1719 02574 9070

